

Influence of popular Kazakh music on students' motivation to learn Kazakh language

Sagida Serikbayeva

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Ethics approval**NUGSE RESEARCH APPROVAL DECISION LETTER**

The NUGSE Research Committee reviewed the project entitled " Influence of popular Kazakh music on students' motivation to learn Kazakh language" and decided:

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Abstract

Considering the slow development of Kazakh language use and the reported lack of motivation to learn Kazakh language among the Kazakhstani population, this study considers the topic of the influence of music on motivation to learn a language. The aim of this research is to investigate whether listening to popular Kazakh music influences motivation to learn Kazakh language among urban Russian-dominant university students and to explore their attitudes to gain insights into the intricacies of language learning motivation in Kazakhstani context. The null hypothesis proposed in this study is H_0 : listening to popular Kazakh music does not influence motivation to learn Kazakh language.

This study takes a positivist methods approach by basing the study on a pre-defined theory of L2 Motivational Self System (L2MSS) and uses the means of a mixed methods design, collecting both qualitative and quantitative data via the means of questionnaire survey and face-to-face semi-structured interviews respectively.

The main finding confirms the null hypothesis, finding no statistically significant correlation between listening to popular Kazakh music and the motivational variables. Another finding shows correlation between the frequency of listening to Kazakh music and the self-reported influence of listening to music on the motivation to learn Kazakh. The qualitative data explores the factors prominent in Kazakh language learning motivation, reporting influences of integrative orientation and instrumental orientation, which are a part of Ideal L2 Self, Ought-to L2 self, and L2 Learning Experience as factors influencing motivation to learn Kazakh language, suggesting partial applicability of the L2MSS model. Better understanding of motivation to learn Kazakh language may be beneficial for the students, their parents, education professionals, researchers in multilingual education, and government officials dealing with language situation in Kazakhstan.

Анната

Қазақ тілін меңгеруінің баяу дамуын және қазақ халқының қазақ тілін үйренуге деген мотивациясының жоқтығын ескере отырып, осы зерттеуде музыканы мотивацияға тіл үйренуге ықпал ету тақырыбы қарастырылады. Зерттеудің мақсаты - танымал қазақ музыкасының тыңдаушылығын орыс тіліндегі қалалық жоғары оқу орындарының студенттері арасында қазақ тілін үйренуге ынталандыратындығын және Қазақстандық контексте тілдік оқытуды ынталандыруға деген қызығушылығын зерттеу мақсатында зерттеу жүргізу. Осы зерттеуде ұсынылған нөлдік гипотеза H_0 : танымал қазақ музыкасын тыңдау қазақ тілін үйренуге деген ынта-ықыласқа әсер етпейді.

Зерттеудің алдын-ала анықталған L2 Motivational Self System (L2MSS) теориясына негізделген позитивисттік әдістерді қолданып, аралас әдістерді құрастыру әдістерін қолданады, сонымен қатар сауалнамалық және сауалнама әдістерімен сапалы және сандық деректерді жинайды, тиісінше, жартылай құрылымдалған сұхбаттар.

Негізгі нәтиже танымал қазақстандық музыканы тыңдауға және мотивациялық айнымалылар арасында статистикалық маңызды корреляцияны табудың нөлдік гипотезасын растайды. Тағы бір айғақ, қазақ музыкасын тыңдау жиілігі мен қазақ тілін үйренуге деген ынта-ықыласта музыканы тыңдаудың өзіндік әсерлері арасындағы корреляцияны көрсетеді. Сапалы деректерде қазақ тілін үйренуге ынталандыратын факторлар, интегративтік ынталандыру және инструменталды ынталандыру факторлары, Ideal L2 Self, L2 өзіндік және L2 оқыту тәжірибесінің бөлігі болып табылатын қазақ тілін меңгеруді ынталандыратын факторлар, L2MSS моделінің ішінде қолданылуын ұсынды. Қазақ тілін үйренуге деген мотивацияны жақсырақ түсіну оқушыларға, кәсіби білім берушілерге,

зерттеушілерге және қазақ тілі мәселесімен айналысатын мемлекет қызметкерлеріне
пайдалы болуы мүмкін

Аннотация

Учитывая медленное развитие использования казахского языка и низкий уровень мотивации в изучении казахского языка среди казахстанского населения, эта научная работа исследует тему влияния музыки на мотивацию изучать язык. Целью данного исследования является исследование возможного влияния прослушивания популярной казахской музыки на мотивацию для того, чтобы учить казахский язык среди городских русскоговорящих студентов университета и исследовать их отношение к этому вопросу, чтобы улучшить понимание сложного процесса мотивации для освоения языка в казахстанском контексте. Нулевая гипотеза, выдвинутая в этом исследовании, звучит так: прослушивание популярной казахской музыки не влияет на мотивацию для изучения казахского языка.

Это исследование использует позитивистский подход методологии, основывая исследование на предопределенной теории L2 Motivational Self System (L2MSS), и использует дизайн исследования смешанного типа, собирая и качественные и количественные данные методом анкет-опросников и полуструктурированных личных интервью.

Главный результат подтверждает нулевую гипотезу, не находя статистически значительной корреляции между прослушиванием популярной казахской музыки и мотивационными переменными. Другое открытие показывает корреляцию между частотой прослушивания казахской музыки и влиянием, которое участники замечают от прослушивания музыки на мотивацию для изучения казахского языка. Качественные данные исследуют обстоятельства, которые играют роль в мотивации для изучения казахской языка. Были найдены признаки влияния интегративной мотивации и инструментальной мотивации, которые являются частью Ideal L2 Self, Ought-to L2 Self, а также опыта исследования второго языка, как факторы которые

влияют на мотивацию в изучении языков, предполагая частичную применимость модели L2MSS. Лучшее понимание данной сферы мотивации может быть полезным как для студентов, так и других заинтересованных сторон, таких как учителя, исследователи в сфере мультилингвальном образовании и государственные службы отвечающие за развитие языков в Казахстане.

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Chapter 1. Introduction

I was raised as a child who rarely spoke Kazakh language, surrounded by Russian-dominant peers, and finished a Russian medium of instruction school in Almaty, an urban centre. I have always struggled with finding a concrete reason that will make me want to learn my native language. The discovery of various genres of popular Kazakh music was the catalyst that motivated me to start learning Kazakh language. This work is a way to uncover whether the rise of popularity of Kazakh music may be seen as a factor in Kazakh language learning motivation.

Background Information

Kazakhstan was the last country to separate from the USSR (Burkhanov & Sharipova, 2014), and was arguably the country most influenced by the Russification policies (Matuszkiewicz, 2010; Smagulova, 2008). The demographic situation played a big role in the “language shift” (Fishman, 1991), with only 30% of the whole population ethnically represented by Kazakh nation in 1959, who predominantly lived in rural areas. With the majority of the urban population represented by Slavic groups and only 20% of the urban population by the titular nation (Kazakh), this transferred to the urban Kazakh population becoming more Russian-dominant (Mehisto, Kambatyrova, & Nurseitova, 2014; Smagulova, 2008). Historical and cultural background of Kazakhstan and the impact of Russification policies during Soviet period has influenced attitudes to Kazakh language, as it came to be partially associated “with backwardness and rural residency” (Smagulova, 2008, p. 7). After gaining independence, the government of Kazakhstan has taken various measures to increase the status of Kazakh language and promote its use among the citizens, such as requiring state and official communication to be held in Kazakh and 50% TV and radio to be broadcasted in Kazakh language (Bhavna, 2007; Law on Languages of the Republic of Kazakhstan, 1997), as well as requiring knowledge of language as

qualification for some jobs (Fierman, 2006). Thus, there is a need proposed by the government to employ various approaches to increase the knowledge of Kazakh language among the citizens (Bhavna, 2007).

Kazakhstan has a diverse multiethnic population with over 100 languages used in various domains (Nazarbayev, 1996). This linguistic diversity and the Trilingual Reform proposed in the ‘Kazakhstan 2050 Strategy’ (Nazarbayev, 2012) are the factors influencing the linguistic situation in Kazakhstan. When discussing Kazakh language and the motivation to learn it, there is a need to take those contextual factors into account.

Motivation component has become prominent in linguistic research since 1959 when Gardner and Lambert conducted studies to determine a connection between motivation and second language acquisition (Ushioda & Dornyei, 2013). Since then different studies considered the influence of various types and dimensions of motivation on the language acquisition process.

Csizer and Dornyei (2005) describe *Cultural Interest* as a component of language learning motivation defining it as an “appreciation of cultural products associated with the particular L2 and conveyed by the media (e.g., films, videos, TV programs, pop music, magazines, and books)” (p. 21). Cheung (2001) examines the relevance of popular culture to the lives of the younger generation and suggests strategies for incorporating popular media into education. Thus, the recent rise in the popularity of Kazakh language in the mass media (Burkhanov & Sharipova, 2014) may suggest benefits of incorporating the media into the classrooms.

Over the past years, Kazakh popular music has become much more popular, gaining the attention of younger population (Shayakhmetova, 2016). A vivid example is the rise of a group named Ninety One (named after the year when Kazakhstan became independent), whose appearance and style are similar to those of popular K-pop (Korean popular music)

groups. They even call the genre they perform in Q-pop, and there is evidence of their popularity, from a movie about them ranking fifth in the Kazakhstani box office (Ticketon, 2017), to topping Turkish music charts featuring music from Azerbaijan, Kazakhstan, Turkey and Uzbekistan (Dyussembekova, 2016).

These trends indicate the need to study the impact of this wave of popularity of Kazakh music on the various domains of status and attitudes towards Kazakh language, and how this may have influenced the motivation of the younger generation, namely university students, to learn the language.

Scholars have argued for the benefits of music in language acquisition from both linguistic and motivational perspectives (Cheung, 2001; Engh, 2013; Kao & Oxford, 2014). There is also a growing body of research on the topic of the role of popular music in the revitalization of languages (Hatfield, 2015; Kuznetsov, 2009; Luu, 2015), discussing how it may play a role in promoting the popularity of a language among the younger generations.

Statement of the Problem

The course of promoting Kazakh language pursued by the government, initially an important part of the Law on Languages of the Republic of Kazakhstan (1997), has now also become one of the goals of the Trilingual Policy Reforms introduced in 2007 as Trinity of Languages. It proposes the use of Kazakh, Russian and English as languages of instruction in education (Smagulova, 2008). The introduction of the Trilingual language reforms (MoES, 2015) has created the fear among the population that popularity of English language might interfere with the promotion of Kazakh language (Mamashuly, 2016). While the popularity of Kazakh language is steadily rising, with trends in favour of increasing the use of Kazakh in various domains (Fierman, 2006), the process is seen as too slow, despite the attempts and the amount of money spent on the promotion, which is

reportedly 5.5 billion tenge a year (Burkhanov & Sharipova, 2014). The slow pace of the development can be seen from the following statistics - after 18 years of independence, in the 2009 census, only 74% of Kazakhstani population reported knowledge of Kazakh language (Smailov, 2011), with only 14% of the population trying to learn it (ASRK, 2011). In a more recent survey of 2,555 respondents, 77% of urban Kazakh population below 23 years reported oral proficiency in Kazakh language (Smagulova, 2016). Those issues create language debates and some people even urge the government “to be more aggressive in promoting the Kazakh language” (Lillis, 2011, p.1).

One of the official key indicators posed by the government in relation to Kazakh is to have 95% of the adult population speaking state language according to “Kaztest” results by 2020 (MoES, 2011). To increase the number of Kazakh speakers and reach the key indicators, there might be a need to take other measures than just “large-scale governmental top-down activities” (Smagulova, 2016, p. 106), such as adoption of laws, policies, and reforms that support Kazakh language. There is a need to also find and support “bottom-up” ways of promoting Kazakh, or in other words, approaches created by the citizens interested in supporting Kazakh, and ways of making learning more attractive and interesting for the younger generation. Smagulova (2016) emphasizes the importance of those micro-level (bottom-up) activities in the process of language revival of Kazakh language, as opposed to the top-down approach employed by the government now, which does not bring good results judging by statistics provided above. As for the role of music, one of the steps in the reforms proposed by the government to develop Kazakhstani society, “The 100 Concrete Steps”, states the need for “Information support and promotion of . . . Kazakhstan’s identity in mass media, the internet, new-generation media, and social networks” (100 Concrete Steps, 2015). This may include promotion of popular Kazakh music.

Thus, the *research problem* proposed by this study is the slow development of the Kazakh language use and the lack of motivation to learn Kazakh language among the Kazakhstani population. The lack of literature on motivation to learn Kazakh language and the influence of music on the said motivation creates the need to fill this gap with empirical research in this sphere. To study this issue, the *topic* of the influence of music on motivation to learn a language is explored.

Purpose of the Study

This study aims to investigate whether listening to popular Kazakh music influences motivation to learn Kazakh language among urban Russian-dominant university students in two universities in Almaty and to understand their attitudes in order to gain insights into the intricacies of language learning motivation in Kazakhstani context. For the quantitative part, the null hypothesis, which is the “prediction that in the general population, no relationship or significant difference exists between groups on a variable” (Creswell, 2013, p. 189) proposed in this study is H_0 : Listening to popular Kazakh music does not influence motivation to learn Kazakh language.

Research Questions

The *research questions* posed in this study are:

1. What are the factors influencing university students' motivation to learn Kazakh language?
2. What are the attitudes of Russian language dominant university students to listening to Kazakh music in the context of language learning motivation?
3. Does listening to Kazakh popular music influence students' motivation to learn Kazakh language?

Significance of the Study

The stakeholders who may benefit from the data acquired in this study may include the students, their parents, and education professionals, as well as researchers in multilingual education and government officials dealing with language situation in Kazakhstan.

For the students and parents, this study creates the basis for understanding what motivates the students to learn Kazakh language and raises the question of what can be done to learn it better. For educators, this leads to an analysis of teaching methods of Kazakh language and its influence on the motivation to learn the language. For researchers, this study might lead to a better understanding of language learning motivation in the context of Kazakh language and create an empirical basis for further inquiry into this topic.

For policymakers, this may create grounds for discussion of possible initiatives to support top-down language learning initiatives and possibly integrate popular music into the Kazakh language curriculum.

For me personally, this is a chance to find out whether my interest in learning Kazakh language after listening to popular Kazakh music is a common occurrence among other Russian-dominant university students and investigate the theoretical background of this issue.

Conclusion

This chapter has introduced the basic information about this study, including the background of the study in the context of Kazakhstani situation, the problem statement which leads to the need to conduct this study, the purpose of conducting this study, the research questions it aims to answer, and the significance of conducting this research for the various stakeholders.

This was the first chapter out of the six, with the next chapter being the Literature Review which presents the studies and sources relevant to the current study, on the topics

of motivation, language learning, attitudes and music in language learning. The third chapter, Methodology, discusses the choice of methodology of mixed-methods design for the study, elaborates the ways data was collected and analysed and the ethical considerations involved in conducting the study. The next chapter is Findings, provides an overview of the information discovered from the analysis of the empirical data produced by this research. The fifth chapter is the Discussion, where findings are related to the literature and compared to previous data in similar studies. The final chapter is the Conclusion, which summarises the major findings and describes the limitations of the current study.

Chapter 2. Literature Review

The aim of this literature review chapter is to provide a basis for this study by illustrating the historical development and current trends in motivation research. It will substantiate the need for the current research on music and motivation in Kazakhstani context via demonstrating a gap in the literature and data. It investigates the concept of motivation, the difference between motivation and motivation in second language acquisition (SLA) and connects the music dimension to the motivational concept through the prism of appropriate literature sources in order to answer following research questions:

1. What are the factors influencing students' motivation to learn Kazakh language?
2. What are the attitudes of Russian language dominant university students regarding listening to Kazakh music in the context of language learning motivation?
3. Does listening to Kazakh popular music influence students' motivation to learn Kazakh language?

Initially, this chapter discusses the overview of the theoretical development of research on motivation. The development of a variety of approaches to studying motivation is investigated briefly in this chapter, with a conceptual definition created from this information. As a narrower definition is needed, literature on motivation in Second Language Acquisition (SLA) is studied to supply a relevant basis for this study. As the next step, the discussion shifts to the motivations for learning languages other than English (LOTEs). Consequently, because attitudes and motivation are two tightly interconnected concepts, as evident from the literature on the topic (Baker, 1992; Cook & Singleton, 2014), this justifies the need for the discussion of attitudes in this chapter. And the final concept which is central to this study is Music, which is viewed from multiple viewpoints

and connected to motivation and attitudes. Thus, this chapter briefly discusses various parts of motivational framework relevant to this study.

Motivation

It is important to investigate motivation of students because it is one of the vital components of education (Dornyei, 1994) and because it is one of the key concepts in this study. By understanding and studying motivation in a more thorough manner in various contexts – there is a possibility to build a basis for understanding the ways of influencing it to create better educational outcomes for each student. This chapter will look at motivation in general and narrow it down to motivation in language learning/second language acquisition (SLA).

Motivation theories. There are various theories connected with the concept of motivation. The term itself includes a variety of definitions and is used to describe a wide range of human actions, and considered from different perspectives: (a) biological, (b) behavioural, (c) cognitive, (d) social, etc.

From the biological perspective scientists define it as a “set of factors that initiate, sustain, and direct behaviours” (Garret, 2011, p. 156), at the same time explaining that it “is a concept which psychologists have invented and imposed on behaviour” (Garret, 2011, p. 156), specifying that there is no special motivation spot in the human brain.

From a behavioural perspective, motivation research was concentrated on the outside factors influencing behaviour, producing a number of so-called "push-pull" theories, such as Maslow's model, behaviourism, and Freudian unconscious motivation (Williams & Burden, 1997). One of the theories proposed by Maslow (1954) states that it includes the range of actions aimed from the initial satisfying of basic physiological needs to the more complex constructions aimed at self-actualization.

Another view was presented within the cognitive perspective, which looked for motivation to act, in the conscious choices of people, looking at certain decisions of people and the reasons behind those decisions (Williams & Burden, 1997). However, this model did not consider other factors including the societal and contextual influences, in contrast with the “push-pull” theories, which did not account for the agency of the learner, only looking at outside factors.

Thus, to support the variety of factors, within the social perspective, the division into extrinsic and intrinsic motivation was proposed by Deci and Ryan (1985). Extrinsic motivation comes from the outside – a reward or consequence for reaching your goal, intrinsic motivation comes from inside, from within the learner, for whom achieving the goal itself is a sufficient reason to do something, without any external factors (Long, Wood, Littleton, Passenger, & Sheehy, 2011; Gallard & Cartmell, 2015).

Motivation is not set in stone, on the contrary, as Gallard and Cartmell (2015) state, it is malleable and is in a constant state of change. And it is often reported on as an umbrella term representing the want to do something, but there is also the implication of the importance of the action itself, to complete which motivation is needed (Williams & Burden, 1997).

Motivation was always important in educational context, with scholars and teachers trying to understand why students may choose to learn something or not. One of the approaches used to define motivation in the classroom setting also includes the “Need for Achievement (nAch), which is a desire to meet an internal standard of excellence” proposed by McClelland (as cited in Coon & Mitterer, 2014, p. 375).

To sum up all of those definitions, it can be suggested to take up a broad comprehensive approach and consider motivation not only as a one of the simplified definitions of motivation, such as the description in the psychology field: “a process that

influences the direction, persistence, and vigour of goal-directed behaviour" (Passer & Smith, 2011, p. 369), but from a wider perspective drawing upon the variety of theories behind it. A conceptual definition can be created on the basis of the reviewed literature, considering within this study motivation as a combination of factors (internal and external) influencing the desire to do something. The combination of the variety of perspectives presented above demonstrates the complexity of this topic and indicates the need for research in the field of motivation to be aware of those multiple influences. To narrow down the wide and overarching topic of motivation, the following subsection will review a narrower field of motivation in language learning/SLA and discuss the theory central to this study.

Motivation in language learning/second language acquisition. As compared to generic learning motivation, motivation in language learning and SLA takes a different approach due to additional influences (Williams & Burden, 1997). In order to examine this topic further, there is a need to clarify the choice of terms used in this study. While Krashen (1981) explains the differences between language learning and language acquisition, where learning is a conscious effort to study a language, and acquisition happens naturally and subconsciously, in this study these two concepts are used interchangeably, because of the complex nature of the Kazakhstani linguistic context and the use of both concepts in the research on motivation related to languages.

A historical evolution of the motivation theories is described in a study on the topic of motivation in SLA (Guerrero, 2015). Because of the handiness of the structure, this subsection follows the historical structure presented in the article by Guerrero (2015) and in Ushioda and Dornyei (2013), dividing research on motivation in SLA into four periods: (a) The Social-Psychological Period, (b) the Cognitive-Situated Period, (c) the Process-Oriented Period, and (d) the Socio-Dynamic Period. This subsection will also consider the

Motivational L2 Self System theory (Dornyei, 2005) in detail, as the central theoretical concept applied throughout the study.

The Social-Psychological Period is the birth of research in L2 motivation, associated with the works of Gardner and Lambert (1959, 1972), who provided a foundation for further inquiry in this field (Guerrero, 2015). Gardner and Lambert (1972), established the instrumental (pragmatic reasons behind L2 learning) and integrative (positive outlook on L2 culture and community) orientations of motivation (Ushioda & Dornyei, 2013).

During this period the Attitude-Motivation Test Battery (AMTB), which is the most commonly used tool for measuring motivation, was developed by Gardner (1985). It was developed in the context of students in Canada learning French language and is based on 20 years of research (Gardner, 1985). It contains 11 sub-tests which measure various aspects of motivation, those are in Likert-scale format: (a) Attitude toward French Canadians, (b) Interest in Foreign Languages, (c) Attitudes to European French people, (d) Attitudes towards learning French, (e) Integrative orientation, (f) Instrumental orientation, (g) French Class Anxiety, (h) Parental Encouragement; In multiple choice: (a) Motivational intensity, (b) Desire to learn French, (c) Orientation Index, as well as 8 other subtests measuring aspects related to French Course/Teacher (Gardner, 1985). As stated in the description of the AMTB, the index of Motivation is measured as a composite of the Motivational Intensity, Desire to Learn L2, and Attitudes toward Learning L2 (Gardner, 1985). AMTB is used in a variety of empirical studies on the topic of SLA motivation even in the more recent studies (Vaezi, 2009; Wen, 2011), its reliability and prevalence justifying the use of AMTB as the basis for data collection tool used in this study. As Dornyei (1994) clarifies, the items in the questionnaire do not strictly fit the concepts of “desire”, “intensity”, and “attitudes”, but rather studies an incorporated mix of the L2 learning behaviours and attitudes (p. 518).

Next, the Cognitive-Situated Period, which shifted the perspective into the field of psychology and cognition, as well as looking at the learning situation, on the example of Dornyei (1994), who proposed three different levels of motivation: language level (including Gardner's integrative and instrumental orientations), learner level, and learning situation level. Another important development in this period is the division connected with the temporal dimension, suggested by Tremblay, in which trait motivation is the general stable motivation, and state motivation refers to a specific motivation at a given point of time (Tremblay, Goldberg, & Gardner, 1995).

Research in the Process-Oriented Period has turned to the perspective of the specific situation of each language learner (Guerrero, 2015). The major perspectives on motivation presented in this period are by Williams and Burden (1997), looking at the process of learner engagement; by Ushioda (1996), exploring the role of personal experiences and goals; and by Dornyei and Otto (1998), dividing the process into action stage and motivational stage.

The current Socio-Dynamic Period is characterised by dynamic nature of motivation and unique individual characteristics of the learners (Guerrero, 2015). Different new approaches had been presented over the recent years: the person-in-context, concentrating on the individuals and their unique traits, the L2 Motivational Self System by Dornyei (2005), and complex dynamic system, which considers different constantly shifting variables in motivation (Guerrero, 2015). Another recent consideration is the integration of Complexity Theory and Self-Determination Theory perspectives, adding complex layers to a previously simplistic outlook on motivation (Ushioda & Dornyei, 2013).

Because this study discusses the factors which play a role in language learning motivation, the next subsection will discuss the literature on this topic.

Factors. In their study on the variables in motivation Gardner and Lambert (1959) discuss the factors influencing motivation to learn French language in Canada and state that higher integrative orientation is an indicator of achievement in second language acquisition as compared to instrumental orientation.

Muho and Danglli (2014) outline such contextual factors as curriculum, peer culture, teacher's influence, assessment practices, parental influence, and the learning environment as influential promoting motivation to learn English language.

The L2 Motivational Self System Theory. To consider the L2 Motivational Self System (L2MSS) Theory proposed by Dornyei (2005) in more detail, because it is the central theoretical concept applied in this study. In this theory Dornyei (2005) acknowledges the importance of identity in language learning motivation and basing it on empirical research views motivation through the prism of concepts from personality psychology – possible and ideal selves, leading to the creation of this theory (Dornyei, 2005).

This system has three dimensions: (a) Ideal L2 Self, (b) Ought-to L2 Self, and (c) L2 Learning Experience. It explores the Self theory's role in motivation, leading to a conceptualisation of the ideal language self, building upon integrativeness, instrumentality, and attitudes toward the L2 speakers. Integrativeness in the L2MSS is described by Dornyei (2005) as a part of the Ideal Self of a person, in which they see their Ideal Self as speaking the L2. Instrumentality is described as divided into two types, one belonging to the Ideal L2 Self, in which a person sees their Ideal Self as professionally successful, and the second belonging to the Ought-to L2 Self, in which they learn a language out of a “sense of duty or a fear of punishment” (Dornyei, 2005, p. 103). Thus we see the connection of integrativeness and instrumentality concepts as a part of the motivational framework, with Dornyei (2005) positioning them as goals: “‘Motivation’ subcomponent

concerns a central motivational engine that needs to be ignited by some specific learning goal such as instrumental or integrative orientation” (p. 70). As the author states, L2MSS does not conflict with the integrativeness as part of Gardner’s conceptualisation of motivation, while expanding the scope of reference of integrativeness, allowing to integrate those concepts and to merge and adapt them into one system which will be used in this study. Thus, the visual representation (Figure 1) of the system of understanding the L2MSS and connecting it to Gardner’s conceptualisation, with the integrativeness component adapted from the “Schematic Representation of Gardner’s (1985) Conceptualization of the Integrative Motive” (Dornyei, 2005, p. 69) helps us understand the interplay of the various components and factors which play a role in the motivation of a language learner.

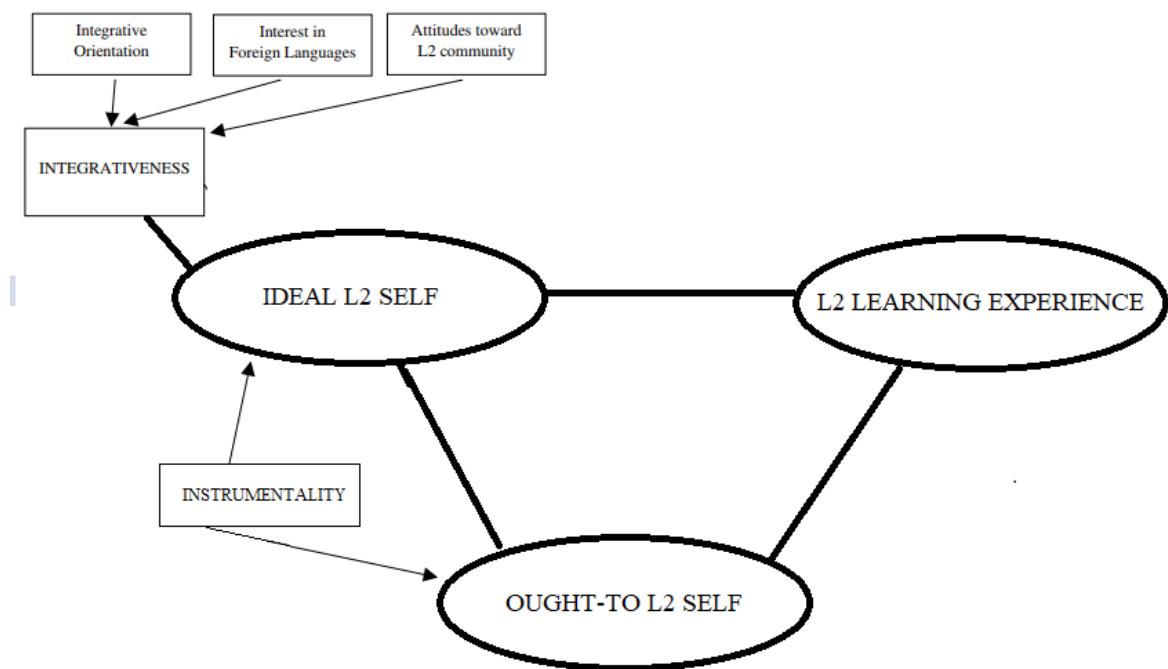


Figure 1. Visualisation of the dimensions of motivation used in this study.

The Ideal L2 Self dimension is the vision of the language learner of themselves as a speaker of the L2, leading them to want to “reduce the discrepancy” (p. 105) between the current and the ideal self. Ought-to L2 Self is an interplay of the “various duties, obligations, or responsibilities” (p. 105) connected with knowing the language and the

consequences of not knowing. While the L2 Learning experience, dimension is concerned with the here-and-now motives related to the current language learning situation, the “immediate learning environment and experience” (p. 106) (Dornyei, 2005). This study will be based on the L2MSS theory and structured, designed and analysed in relation to the three dimensions presented within it.

Another important aspect within this framework is the motivated behaviour, which is discussed by Papi (2010), connecting the dimensions of motivation proposed by Dornyei (2005) to the motivated behaviours displayed by the language learners.

All of those developments in the theories of motivation in SLA are expanding the views on motivation to learn a second language, bringing to us another aspect of motivation in language learning, considering the linguistic context of the language under discussion.

Importance of linguistic context for language learning motivation. A recent development in the field of language learning motivation (LLM) is connected with the spread of Global English, perceived as the main and “default” choice of L2 by the hundreds of millions of speakers of other languages (Duff, 2017). Because of this development, the majority of current scientific works in LLM tend to investigate the motivational implications of learning English as an L2 in educational settings.

This raises the concern of lack of investigation "in multifaceted, multilingual ways in the diverse linguistic contexts" (Duff, 2017, p. 605) and the need to diversify inquiry into various heterogeneous contexts. As Dornyei (1994) emphasizes, it is important to look at “*who learns what languages where*” (p. 275), because the context of learning Kazakh language in Kazakhstan is completely different from learning English language in Kazakhstan or anywhere else.

A language cannot be considered in isolation from other languages present in the society, because of this it is important to note the emergence of the Trilingual Policy (MoES, 2015), calling for the use of Kazakh, Russian, and English language in all aspects of society in Kazakhstan. Kazakh language is considered as a native language by many of the non-speakers (Smagulova, 2006), for the reasons explained previously in the societal and historical background section of the introduction. At the same time, Kazakhstan is a very ethnically diverse country (Landau & Kellner-Heinkele, 2001; Matuszkiewicz, 2010), thus, Kazakh may be a second, third or even fourth language in the speakers' repertoires. Because the "societal support for different target languages is imbalanced" (Dornyei & Al-Hoorie, 2017, p. 461), there is a need to investigate such outside factors on LLM. As an example, we can consider the parents in Kazakhstan who recognise and value the need to know Kazakh language for their children but choose to send them to a school with Russian medium of instruction, because they perceive the quality of education in those schools to be higher than in Kazakh medium of instruction schools (Smagulova, 2016). As Landau and Kellner-Heinkele (2001) discuss, even though starting as far as 1989, the process of promotion of Kazakh language was undertaken by the government, in such forms as establishment of Kazakh as the language to be used in state offices, language revival campaign, it has reportedly "failed to engulf wide strata of society" (p. 68).

Another perspective shows that Kazakh may be viewed by some scholars (Grenoble, 2003) as a heritage language, justifying the comparison to the framework of Rooted L2-Self introduced by MacIntyre, Baker, and Sparling (2017). They propose that the heritage language learning has additional dimensions of motivation not mentioned previously in other models of LLM and base their framework on the L2MSS theory. This shows that the investigation of motivation to learn Kazakh language is a form of diversification of inquiry

into motivation, and there may be a need to develop a separate conceptual framework in the future, on which further research on motivation in Kazakhstani context can be based.

In conclusion, this subsection discussed the development of the theoretical underpinnings of Motivation and explained why The Motivational L2 Self Theory was applied in this study, bringing us to discussion of attitudes as one of the themes in the second research question and a topic which plays a significant role in motivational processes of an individual, as evident from the presence of the Attitudes aspect in AMTB.

Attitudes

This section discusses the concept of attitudes, which plays an important role in language learning. A simple definition of the concept of attitudes is presented by McGuire “attitudes locate objects of thought on dimensions of judgement” (as cited in Baker, 1992, p. 11). This definition makes it easy to conceptualise attitudes to language learning, posing the language as an object and judgement as a favourable or unfavourable view of this object (Baker, 1992).

It is important to examine the attitudes to a language because of its close relation to motivation. Gardner’s model of motivation (1985) proposes that motivation consists of effort, desire to achieve a goal, and attitudes. The definition of attitudes by Gardner in the context of motivation model is: “evaluative reaction to some referent or attitude object, inferred on the basis of the individual’s beliefs or opinions about the referent” (p. 9). Furthermore, in Gardner’s socio-educational model (Baker, 1992), motivation and attitude are combined into a single category influencing language learning as illustrated in Figure 2.

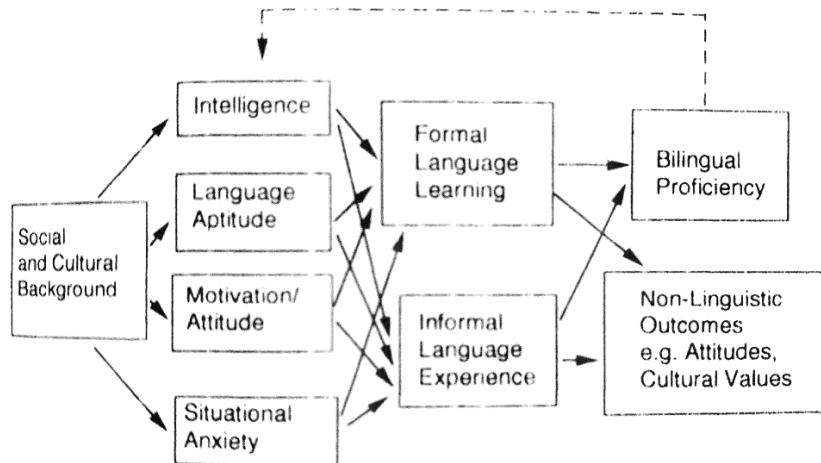


Figure 2. Gardner's socio-educational model (Source: Baker, 1992, p. 3)

As it has been mentioned, the connection between motivation and attitudes is also present in this study via the use of a tool called Attitude-Motivation Test Battery developed by Gardner (1985) to investigate motivation to learn a foreign language and the factors influencing it.

However, another view, discussing differences between motivation and attitude is stated by Newcomb (as cited in Baker, 1992), those differences object specific, meaning that attitudes relate to certain objects, in the case of attitudes and goal specific, meaning relation to certain goals, in the case of motivation. Another issue in considering those concepts is that there is no agreement on the specific and concrete use of the terms 'motivation' and 'attitude' in the field of SLA, with various authors using it differently (Baker, 1992), requiring us to take a general approach and examine various perspectives to reach an understanding of both motivation and attitudes.

Attitudes are also considered to be one of the variables used to measure language status: "The status, value, and importance of a language is most of them and most easily (though imperfectly) measured by attitudes to that language" (Baker, 1992, p. 10). From this, we can assume the impact of societal attitudes towards a language on the linguistic situations within communities. For example, the importance of attitudes to language

planning and reform, which are important in the shifting linguistic context of Kazakh language in Kazakhstan is underlined by Baker (1992), stating that “language engineering can flourish or fail according to the attitudes of the community” (p. 21). This may suggest that shifting attitudes to Kazakh language to a more favourable view may positively impact the various linguistic initiatives undertaken by the government over the course of independence. As Smith (1971) states “An attitude is relatively enduring because it is learned, it can be unlearned. Because it is learned, it can be taught. Liking a foreign language can be learned”. A possible way of shifting or ‘teaching’ attitudes may be attempted through using more grassroots approaches to Kazakh language promotion, if we relate this to the current study, possibly through popular music in Kazakh language. Investigating whether such initiatives have a possibility of being helpful is one of the aims of this study.

In a study about the attitudes towards language varieties in the context of hip-hop music, Magro (2016) concludes that there is a connection between listening to hip-hop and the linguistic attitudes towards stigmatised non-prestigious forms of Spanish. The author mentions motivation as one of the research directions to develop a better understanding of heritage language attitudes and music. Similarly, the role of hip-hop in the popularisation of Galician language is considered on the example of the analysis of the practices of a popular hip-hop band, mentioning that rappers reflect on “language attitudes of their speech community” (Loureiro-Rodriguez, 2013, p. 660). In another study in the context of heritage language, Gaelic, is considered from the perspective of connecting language attitudes and music (Sparling, 2003). The author discusses the social context and the low status of Gaelic language and connects those factors to the music produced in Gaelic language, reporting influence of the shift of the attitudes towards Gaelic on taking more pride in Gaelic music. Sparling (2003) proposes that attitudes to a language influence

attitude towards music in the said language, stating “attitudes held regarding the Gaelic language inevitably play a role in the attitudes surrounding song genres” (p. 164). Another point that the author discusses includes the bilateral connection between language and music, clarifying that Gaelic music also affects the language, going so far as to call music a “raison d’etre for the language” (Sparling, 2003, p. 167).

The antecedent in-depth exploration of the literature on the main concepts of language learning relevant to this study, which are motivation and attitude and their interconnection, brings us to the far less discussed in the sphere of SLA topic of popular music and its role in fostering motivation in student’s language learning. The next section will explore the key theme of the third research question – the music concept, connecting it to the previously discussed theme of motivation.

Music

This section discusses the relevance of music to language learning and reviews literature on the role music plays in motivation. The connection between language and music is evident even on the level of how the human brain works, considering that they are processed in a “similar network of brain regions” (Schon et al., 2010, p. 460). Because “questions of language choice are a crucial part of musical experience” (Berger & Carroll, 2003, p. x), it is important to consider the linguistic context as mentioned in the subsection about motivation. With music and songs studied as a beneficial factor to be used language classrooms for development of vocabulary, communicative skills, grammar structures, vocabulary development, etc. (Akhmadullina, Abdrafikova, & Vanyukhina, 2016; Li & Brand, 2009; Legg, 2009; Richards, 1969) for a long time (Engh, 2013), there is a surprising gap in the literature related to the influence of music on LLM. Thus, this section will discuss such aspects of music relevant to the current study as the use of music in SLA,

popular music, and the relation of music to motivation to language learning motivation (LLM).

Music in second language acquisition. Music has been used in different ways in the language learning classrooms for a long period of time (Engh, 2013). It has been used to stimulate vocabulary acquisition (Koksal, Yagisan, & Cekic, 2013; Lee, 2014; Shakerian, Rezaei, Murnani, & Moeinmanesh, 2016; Schwarz, 2012), transfer linguistic grammatical structures in songs (Kara & Aksel, 2013), and influence educational outcomes in language learning (Legg, 2009).

However, this is contrasted by criticism on the lack of empirical data proving positive influence of music on vocabulary learning is provided in an empirical study by Beasley and Chuang (2008). They provide correlation and regression analysis on the data analysing web-based course teaching vocabulary through music to students (n=196). The conclusions provide more evidence to possible criticism of using music to learn vocabulary.

The authors remark that lack of motivation may have impacted the low scores of the students, underscoring the importance of motivation, which is “while complex and multifaceted, is generally regarded as one of the most important determinants, if not the most important determinant, of successful, quality learning” (as cited in Beasley & Chuang, 2008). This investigation of using music in language learning brings us to the integration of the motivation as a factor influencing language learning in connection with music.

Music and motivation. Even though the connection between music and motivation to learn a language is one of the less investigated areas of inquiry, there is a need to determine whether it may play a greater role than previously envisioned.

Although the amount of empirical studies on the relation of music and motivation is small, some authors consider it as a motivating factor, for example, the article by Cheung (2001) discusses the in-class use of music to motivate students to learn the English language. The author states that “since popular culture appeals to students, it motivates them to become responsive and active learners” (Cheung, 2001, p. 56). Although it is not an empirical study on the connection between music and motivation, it retains its relevance to this study by providing a section on the relevance of popular culture in the lives of the younger generation and offers strategies on incorporating popular media into the curriculum.

In an empirical study, studying school students learning English in Russia, Arkhipova and Shutova (2013) report a positive impact of music on motivation discovered during their study, but the data they present is not extensive enough to draw conclusions from. The authors also mention the lack of studies looking into the motivational component of music in research connected with music in language learning.

Kao and Oxford (2014) look at the issue of music and motivation by providing a qualitative account of personal approach to learning English using music, which can be used to consider a certain perspective on the influence of music on motivation and suggests practical guidelines for using music in language learning. Self-direction is emphasized as an integral part of building motivation through music (Kao & Oxford, 2014). Authors believe that “bottom-up motivation” (p. 116), which involves the individual enjoying the activity, or in other words intrinsic motivation, plays a big role in language learning. But because of the small scope of the study, it is not generalisable to other contexts and does not provide foundation for bigger quantitative studies.

Music and preservation of heritage languages. Despite the lack of empirical data on the connection of music and motivation, there are theoretical accounts connected with

using music in the context of preservation of heritage languages is an area relevant to the motivational dimension of music in language learning. Research in this area is only emerging, but there was a conference devoted entirely to the topic of role of music in supporting endangered languages (Foundation for Endangered Languages, 2015), where researchers representing various language communities presented their findings on the ways music helps in supporting languages, discussing such factors as learner agency, identity, cultural pride and many others.

The discussion of music and its' role in the preservation of heritage languages mostly presents the role of folk and traditional songs and their impact on the cultural pride and heritage identity, as discussed in the “Rooted L2-Self” motivational concept described by MacIntyre et al. (2017). The authors propose a need to consider a separate motivational dimension of learning a native language as a way of expressing a cultural identity. As a quote from a study of a language which currently has no speakers puts it with great optimism: “In terms of language revitalization, music is an indispensable vehicle for expressing cultural identity and engaging in linguistic creativity” (Lief & Dahrenbourg, 2015, p. 4), suggesting that popular Kazakh music may play a role in the revitalisation/popularisation of Kazakh language.

What is more applicable to the current discussion, however, is the premise of the role of popular music, its impact on the younger generation and subsequent possibility of the impact on language learning motivation. An argument for the perspective of importance of popular music in heritage language promotion is made by Loureiro-Rodriguez (2013) in her study of Galician language and Hip-hop, where she states that a popular band singing in Galician may “help to foster a more politically and socially engaged Galician youth while encouraging the use of Galician within this population” (p. 673).

Another article examining the role of popular music in preservation of a heritage language is the study of the Komi language on the territory of Russian Federation by Kuznetsov (2009). This study suggests that there is a need to support this sort of language dissemination via the means of promoting the local musical groups and creation of concerts and festivals devoted to promotion of the language. The author supposes that pop music in the indigenous language “could play a huge role in the popularisation and increasing of the prestige of the Komi language” (Kuznetsov, 2009, p. 125), emphasizing the role of popularity of this genre among the younger population and explaining that youth is the primary consumer of popular culture as compared to “older people who are less inclined to changes” (as cited in Kuznetsov, 2009, p. 124). This brings us to a discussion of popular music specifically Kazakh popular music, justifying it as the focus of the current study.

Popular music. To understand one of the concepts central to this study, popular music, we need to consider its relation to culture and society in general. Popular music, as a part of popular culture, follows the framework of popular culture. The phenomenon of popular cultures, or as Pennycook (2013) puts it “cultural forms that have wide public appeal” (p. 592) have an impact on society, but at the same time are impacted by societal change and reflect the trends within the society. In a study of the language learning interests of university students, the empirical data suggest relevance of music and Kenning (2001) suggests the need “for the pop scene to be given a more important place in language courses, on the grounds that such a move would improve motivation” (p. 57). This complies with the finding by Nightingale (2012), where he reports that understanding the lyrics from popular music encouraged language learners to further pursue learning English language. However, it is also important to note that according to Baker (1992) the impact of mass media on linguistic attitudes is often over-exaggerated, but still has some impact, calling for further investigation on the topic.

While popular music is impacted by such factors as politics (McSherry, 2015) and identity (Gilman, 2014), the language choice in music represents the societal language attitudes, ideologies, and practices. At the same time, popular music can be used as a tool of constructing a dialogue about those issues (Pennycook, 2013). In this regard, it is important to consider whether the growing popularity of popular Kazakh music may be connected to the “re-acquisition of Kazakh language” (Smagulova, 2016, p. 89), as an indicator of the growing popularity of Kazakh language itself.

In relation to discussing popular music and the influences of various factors on the trends in popular music, Merchant (2009) provides an interesting perspective of Uzbek pop music, as a balance between the modern and the traditional, with a lot of similarities between the contexts of Uzbekistan and Kazakhstan, having a joint Soviet history. The influence of Soviet past on Uzbek pop music is discussed within the article. It considers the representation of political situation in music and states that “music, as many scholars have noted, is an important way that such a sense of community is performed and disseminated within and without the borders of a nation” (p. 371). A good example of popularity of music surpassing border is the phenomenon of Korean popular music.

One of the important examples of positioning of music as a tool for promotion of the language is reflected in the K-Pop (Korean Popular Music) culture. It has become a “global phenomenon” (Lie, 2015, p. 2), with millions of views of music videos on YouTube, prompting a wave of people from various countries and linguistic backgrounds take up learning the Korean language (Chua & Iwabuchi, 2008). An important aspect of considering K-pop is the emergence and popularity of Q-pop or Kazakh popular music genre which follows the format and style of the Korean counterpart (Shayakhmetova, 2016).

K-pop is “blissfully free from the soundscapes of the past but loved as *Korean* music. In other words, consumer culture *is* South Korean culture, experienced in the perpetual present tense” (Chua & Iwabuchi, 2008, p. 88). This emphasis on the present tense, as compared to enshrining the heritage past culture is something that may be reflected in the musical landscape of Kazakhstani entertainment scene as discussed in the article by Rancier (2009) presented in the following section.

Popular music in Kazakh language. As has been mentioned in the Introduction chapter, there are various examples of the rise in the popularity of local popular music, and the awareness of the artist about the linguistic issue. Rancier (2009) discusses Kazakh popular music in her study, exemplifying the “historical nostalgia” and imagery of traditions and customs of Kazakh nation present in local music on the basis of artists popular in the early 2000s. However, there has been a shift in the influences, with popular groups citing Korean and western influences as their inspiration. Another perspective is the aim of promoting Kazakh language among the youth, proposed by artists, for example, to quote one of the members of the band NinetyOne: “Currently we are focused on Kazakh language. We perform in Kazakhstan, and we are aware of the language issue here, and we want Kazakh language to become popular and contemporary among the youth” (Khegay, 2016, p. 1). Another performer who is reportedly “popularising Kazakh language among the youth” (Akimbekova, 2017, p. 1) is Galymzhan Moldanazar, who became popular in Russia, and only after that gained popularity in Kazakhstan. Both Ninety One and Moldanazar have fans all over the globe, popularizing Kazakh language not only locally, but also globally. Another singer who has drawn the attention of the global community, resulting in a surge of interest in learning Kazakh language in China is Dimash Kudaibergen (Kazinform, 2017). In terms of hands-on practice of enhancing motivation to

learn Kazakh via popular Kazakh music - there are language courses which employ the method of using popular Kazakh music in teaching the language (QazaqStudy, 2017).

While the information on the popular Kazakh music is reported from the mass media sources, there is no research that has been conducted in Kazakhstan on the topics relevant to the current study. There is a gap in the literature, filling which is what this study aims to do.

Conclusion

To sum up, the theoretical concepts of motivation, their development and the connections to attitudes were examined on the basis of empirical and theoretical studies and related to the less explored topic of popular music to reach an understanding of the explored ideas, leading to a knowledge foundation upon which this study will be built. This chapter provided the relationship between music and motivation outlined in previous literature, providing the basis for the current study. However, the literature on the connection of music to the motivation to learn languages is scarce, and there is no literature on language learning motivation in the context of Kazakh language.

This chapter provided the theoretical and empirical knowledge from the previous studies, creating the foundation for this study. The next chapter, Methodology will provide the pillars needed to support collection of data, by discussing details about the research design, data collection tools, sample and sites, and ethical considerations important for this study.

Chapter 3. Methodology

The previous chapter has positioned this study within the existing literature, provided the theoretical framework on which this study is based, and indicated a gap this work aims to fill. This chapter describes the ways in which data to fill this gap was obtained and analysed. The purpose of this research is to investigate whether listening to popular Kazakh music indicates an increase in motivation to learn Kazakh language among Russian language dominant university students and to gain an in-depth understanding of their attitudes, as well as insights into the intricacies of language learning motivation in Kazakhstani context.

The research questions this study aims to answer are:

1. What are the factors influencing university students' motivation to learn Kazakh language?
2. What are the attitudes of Russian language dominant university students to listening to Kazakh music in the context of language learning motivation?
3. Does listening to Kazakh popular music influence students' motivation to learn Kazakh language?

This chapter describes in detail the methods used in this study, the mixed-methods research design and the reasons for choosing it, the research sites and sampling strategies, the employed data collection tools and procedures, the ways data was analysed, approaches of ensuring better validity and reliability, and the ethical issues dealt with in this study that are discussed below.

Research Approach and Design

This study takes a positivist methods approach by basing the study on a pre-defined theory and uses the means of a mixed methods design, collecting both qualitative and quantitative data to obtain data not available through a single approach (Bhattacherjee,

2012). Various studies use different names for mixed methods research, such as multimethod, integrating, synthesis, etc., but recent studies predominantly use the term mixed methods (Creswell, 2013). The reason for choosing mixed-methods design is that it provides a more holistic understanding of the gathered data by employing both quantitative and qualitative methods and contrasting different perspectives. Language learning motivation is a complex phenomenon, and on the topic of reasons behind motivation, Guerrero (2015) states that “individuals have very distinct personal and emotional traits that cannot easily be measured with one approach” (p. 101), thus calling for a more extensive approach of this design. As Creswell (2013) states “this “mixing” or blending of data, it can be argued, provides a stronger understanding of the problem or question than either by itself” (p. 264). Thus, using two methods can be viewed “as complementary means of investigating the complex phenomena at work in second language acquisition” (Mackey & Gass, 2015), because it answers the research questions in a more detailed manner, and partially alleviates the limitations of choosing a single approach by adding a different perspective.

In order to elaborate the quantitative findings with a more personal perspective presented by the qualitative accounts, explanatory sequential design strategy is used (Creswell, 2014).

Explanatory Sequential Design

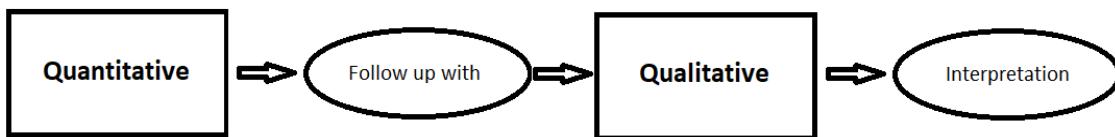


Figure 3. The visual representation of Explanatory Sequential design used in this study.

As shown in Figure 3, the qualitative data, which was collected in the second phase, is used to support and elaborate the findings of the quantitative part. Quantitative part was conducted via survey questionnaires and qualitative part was conducted via face-to-face semi-structured interviews. Participants selected for the qualitative interviews were picked from the ones who participated in quantitative surveys.

The quantitative data on language learning motivation was collected in the first phase to create a general picture of motivations of students to learn Kazakh language. Qualitative data was gathered in the second phase of this study, to gain insight into the various attitudes of participants on the topic of language motivation, and it is used as the supporting data to gain a deeper understanding of the thoughts the participants on the topic and “refine, extend, or explain the general picture” (Creswell, 2014, p.572).

Challenges posed for the researcher included the study producing two types of data, thus requiring more time for processing and analysis. The complex nature of the gathered data needs a clear form of presentation, calling for the use of visual representation such as diagrams (Figure 3) as well as a more complicated form of analysis to integrate and report the findings (Creswell, 2014).

Research Sites

The sites of the study are 2 universities located in Almaty. The choice of the city is justified by Almaty being a big urban centre, with “the majority of urban environments tend to be linguistically speaking Russian-dominant” (Mehisto et al., 2014, p. 160). It is also the city where the majority of universities in Kazakhstan are located. Two different universities were chosen to create a more diverse scope of participants for the study because of having different locations. One of them (University A) has a campus outside of the city, and another (University B) is located within the city premises, playing a role in creating a more varied range of respondents. The universities were also chosen out of

convenience, because of personal contacts with gatekeepers who ensured access to the site and provision of resources, such as a separate room for the study, increase the protection of anonymity and confidentiality of the participants. The names of the universities will be omitted for ethical purposes, using University A and University B instead.

Population and Sample

The population this research aims to study are university students. Non-probability purposive homogenous sampling strategy was used for the quantitative part (Cohen, Manion, & Morrison, 2013; Lund Research Ltd, 2012), to provide compliance with the criteria and create a homogenous group of students based on the compliance with the criteria (Cohen et al., 2013). The criteria for selection were as following: university students above 18 years old, who report a low or medium Kazakh language proficiency, and listen to popular Kazakh music. The age was chosen from up to 18 years to ensure feasibility of the study, because the ability to obtain parental consent is restrained with the students coming from different cities, limiting the ability to contact their parents for consent and due to the time constraints of the study. There was a call for participation via university-wide email and official/unofficial university social network pages on such services as Vkontakte, Facebook, and Instagram. The participants for the quantitative part ($n=82$) were recruited out of university students who expressed their willingness to participate and who complied with the criteria for participation. Below, the demographic data of the participants in the survey is presented (Table 1).

Demographic and background characteristics of the participants. An initial step in describing the data was the tabulation of the demographic data of the participants of the study, which can be seen in Table 1. The data shows that 67.1% of the respondents are female and 32.9 are male. The age range is between 18 and 23. Because the participants are university students, majority of the respondents are aged 18-20 (69.5%), and some are in

the 21-23 age range (30/5%). In terms of ethnicity, the majority of the participants, 62.2% are Kazakh, 11% are Russian and 26.8% belong to the Other category, which includes all other ethnicities. As for the geographical location of where the participants are from, 58.5% reported being from Southern Kazakhstan, 13.4% from the North, 9.8% from the West, 7.3% from the East, and 11% reported being from countries other than Kazakhstan (Other).

Table 1

Demographic Data of the participants of the study

Characteristics	n	%
Gender		
Female	55	67.1
Male	27	32.9
Age		
18-20	57	69.5
21-23	27	30.5
Nationality		
Kazakh	51	62.2
Russian	9	11
Other	22	26.8
Birth Place		
South Kazakhstan	48	58.5
North Kazakhstan	11	13.4
East Kazakhstan	6	7.3
West Kazakhstan	8	9.8
Other	9	11

Note. N = 82

For the qualitative part, four participants were chosen from the survey participants. Initially, each survey participant received a flyer with information on further participation in the interview. It was supposed that those interested would contact the researcher to take part in the interviews. The survey participants' data was not collected in order to protect their anonymity, as the NUGSE Ethics Committee suggested that collecting their contact data would endanger the ethical procedures of the study. However, this created an issue, when none of the participants contacted the researcher. Because of the lack of responses, it was decided to use convenience sampling, contacting those participants who were available, though it limited the scope of the generalisability of the data (Cohen et al., 2013). In the end, survey participants whom researcher knew were approached, by contacting them and asking them whether they would be willing to participate further via a Skype interview.

Data Collection Tools

The mixed-method design of this study required use of different instruments to collect the two types of data. It was chosen to provide a better understanding of motivational processes and based on the various studies on motivation which employ mixed-methods design (Aguirre, Bustinza, & Garvich, 2016; Guerrero, 2015; MacIntyre et al., 2017; Nightingale, 2012).

The quantitative part of this research uses the means of a cross-sectional survey questionnaire. Survey was chosen as an instrument for collecting quantitative data because survey studies can provide information on “a wide variety of language-related issues and allow researchers to make inferences about larger L2 learning populations” (Dornyei & Csizer, 2012, p. 75). Cross-sectional survey was chosen to provide a snapshot of the population at a certain period of time, without the aim of studying the change that happens

over time (Lavrakas, 2008). The survey used in this study was based on the Attitude-Motivation Test Battery (AMTB) developed by Gardner (1985). The AMTB consists of questions related to the various aspects of motivation and has both multiple choice and Likert-scale types of questions (Appendix B). It contains 11 sub-tests which measure various aspects of motivation, with 6 sub-tests adapted for and used in the development of the data collection tools including: attitudes to L2 speakers, instrumental orientation, integrative orientation, parental encouragement, motivational intensity, and desire to learn L2. As stated in the description of the AMTB, the index of motivation is measured as a composite of the Motivational Intensity, Desire to Learn L2, and Attitudes toward Learning L2 (Gardner, 1985). This instrument was based on over 20 years of studies on language learning (Gardner, 1985). The AMTB was chosen as it is one of the most thoroughly developed instruments in the language learning motivation field of inquiry, “most widely known” (Cid, Granena, & Tragant, 2003, p. 349) with various studies on the topic adapting it for specific purposes (Dornyei, 2005; Vaezi, 2009; Wen, 2011). To adapt the survey for the aims of this study, questions regarding popular Kazakh music were added to it. The questions were mainly about language learning motivation. For example, the questions raised such topics as: language learning experience, attitudes to Kazakh language, the influence of music on motivation to learn Kazakh. Some limitations of using this instrument may include low reliability of self-reported knowledge of Kazakh language of the participants and increased amount of time required to distribute surveys in person. To make sure that the questionnaire is coherent, it was pilot tested several times with students of a university, peers and group mates of the researcher, prior to administering it to the participants.

One-on-one semi-structured interviews were chosen as the second instrument for this study to understand what the students’ attitudes are to learning Kazakh language and to

Kazakh popular music. The questions used in the interview (Appendix B) were based on the study by Schmidt (2014), about the motivation of university students in Australia to learn German, and discusses Dornyei's (2005) Ideal L2 Self dimension as a part of explored themes. Schmidt (2014) provided the questions used in the interviews in her study, and the questions were then modified and adapted to fit the current study. Semi-structured interviews are the most common data elicitation method in qualitative research in second language acquisition research, allowing to procure in-depth data from the participants (Friedman, 2012).

The participants were asked about their language learning experience, attitude to Kazakh language/music and whether they feel that it influences motivation to learn Kazakh. The topics of the questions include: attitudes to Kazakh language/music, language use environment, motivation to learn Kazakh language, etc. Duff (2017) expresses hope for more qualitative interview-based or mixed method studies to showcase the participants' "experiences and desires with respect to language learning" (p.602), and this study attempts to expose the voices and experiences of the participants through the means of the interviews.

Data Collection Procedures

The data was collected first by conducting quantitative part from surveys of participants from two different universities to understand the general trends among the youth, followed by semi-structured interviews to understand the opinions of the participants and their experiences of music and language learning motivation. I spent several days in each of the two universities chosen for this study until the designated number of participants filled out the forms.

As the first step, I approached the gatekeepers to ensure access to the site and distribute the call for participants with their help. This special area designated for research

purposes - a separate classroom for filling out surveys, where the participants were able to fill out the surveys in a comfortable atmosphere and feel at ease was provided at both locations, this area was used as the distribution point of the surveys. The participants had a choice to take the survey and fill it out in solitude wherever was comfortable for them, or to fill them out in the designated classroom, allowing for further anonymity of the participants.

I conducted the surveys, by distributing them in person to the participants and informing them that no personal identifying information will be recorded to protect their anonymity. Before collecting data, I provided them with information about the procedures, a description of the study and their rights, and asked them to read and sign the consent forms. After that, the participants were asked to fill out the survey, which took approximately 15 minutes. I provided refreshments as incentives (cookies and tea) and to facilitate rapport with participants and create a welcoming atmosphere.

To ensure higher validity and reliability of the data, it was chosen to use a paper-based survey to collect quantitative data from the recruited participants. It had a consent form, where the participants signed to indicate their willingness to participate. The consent form contains information explaining the possible risks and benefits. The questions, based on the AMTB (Gardner, 1985), were translated into Russian and modified to suit the purposes of this study by relating the questions to Kazakh language and adding questions about music motivation (Attachment B).

The initial plan was that the participants of the first part will contact me about further participation. Each of the participants received a printout of a flyer inviting them to participate in the interviews and informing them about the details of the study. However, as none of them did so, I had to resort to convenience sampling by recruiting participants from the first phase, whom I knew personally. I asked them to pick a date and time suitable

for them and conducted one interview face-to-face, and three via Skype. Before conducting the interviews, to ensure ongoing informed consent from the participants I asked every selected participant to sign another consent form. I informed them that the interview would be audio recorded with their permission and reminded them of their right to withdraw from the study at any moment without any consequences. I also took notes during the interview to provide a description of the factors which were not be recorded on the audiotape, such as the posture of the participant, their gestures and other details which might be helpful in interpreting the data. Each interview took approximately 30 minutes.

The data collection started from the 4th of December and was planned to be finished by 15th of December. However, due to the amount of data collected for a mixed method study, it took a longer period of time to finish the data collection, continuing with the interviews via Skype in January 2018.

Data Analysis

The analysis was provided by using qualitative results to explain the quantitative results and answering a specific research question via both types of data. The survey questionnaire data was used to create a general picture of the motivation trends among the student population (Creswell, 2014). Descriptive and inferential statistical analyses were used to describe the obtained data (Bui, 2013). The qualitative data was added to support the quantitative data and create an in-depth understanding of the perspectives on the interplay of attitudes and motivation through interviews (Creswell, 2014).

For the purposes of analysing the quantitative data provided by the questionnaires, I have used the SPSS Statistics 23 software, one of the programs commonly used for data analysis in research (Cohen et al., 2013; Creswell, 2014; Muijs, 2004). The data was entered into Excel Spreadsheet and double checked avoid errors made during data entry process. Both descriptive and inferential analyses are used to analyse whether the data

supports or does not support the non-directional null hypothesis of this study, H_0 : *There is no statistically significant correlation between listening to popular Kazakh music and motivation to learn Kazakh language.* As Cohen, Manion, and Morrison (2013) state, the researcher aims to analyse data to find the relationship between variables or the lack of it and needs suggest an alternative hypothesis only if the null hypothesis is not supported.

The multiple-choice and Likert-scale parts of the survey were adapted to Kazakhstani context and coded according to the Attitude-Motivation Test Battery (AMTB) manual by Gardner (1985). In multiple-choice, each answer was assigned a number from 1 to 3, with 1 representing a low score on the question and 3 a high score. For example, for the question '*I want to learn Kazakh language*' the answers were ranked on the expression of the desire to learn Kazakh, with the answer 'correct' = 3, 'unsure' = 2, and 'incorrect' = 1. As for the Likert-scale questions, where the answers were coded by assigning numeric values, with 'strongly disagree' = 1, 'moderately disagree' = 2, 'slightly disagree' = 3, 'slightly agree' = 4, 'moderately agree' = 5, and 'strongly agree' = 6. One of the limitations of this study was the lack of a neutral option in the Likert-scale answers.

As for the qualitative data, I created initial open coding for the transcriptions of interviews to generate categories of information, provided axial coding to select categories and placed them within themes of the theoretical model of L2 motivational self, proposed by Dornyei (2005). Inductive data analysis strategy was applied to tease out major themes from the data (Mackey & Gass, 2015). During the analysis stage, I reported the quantitative findings and use the qualitative data to support the results (Creswell, 2013).

Validity and Reliability

Triangulation is the use of multiple means of data collection to interpret a pattern of human behaviour, achieved in social sciences via using both quantitative and qualitative data (Cohen et al., 2013) To triangulate gathered data and ensure its validity and reliability,

mixed methods design was used, with the quantitative part as questionnaires with close-ended answers, and the qualitative part as interviews (Creswell, 2014). This was achieved by selecting an appropriate population sample, creating a survey questionnaire tool, asking the recruited participants to complete the questionnaire, recruiting suitable participants from those who participated in the first phase to take part in the interviews, designing the interview protocol and conducting semi-structured interviews. To understand and report received information, quantitative and qualitative data was analysed and related to each other.

To provide a higher level of content and face validity (Mackey & Gass, 2015), the research tools and instruments were based on and adapted from previously tested and widely accepted tools with studies supporting their applicability in various contexts.

Whilst the generalisability of this study may be low and to account for that it is important to keep the small number of participants in mind (Mackey & Gass, 2015), but it still can provide useful information about certain factors and trends in the influence of music on motivation of university students to learn Kazakh language.

To ensure internal validity and to make sure that the findings correspond with the message conveyed by the participants, member checking will be used by asking the participants to review the final report for their comments and notes on the content prior to publishing (Creswell, 2013).

Ethical Issues

All types of research using human participants entail possible ethical issues. According to the American Psychological Association's Ethical Principles and Code of Conduct (Cohen et al., 2013), the researcher should follow the general principles, such as "beneficence and non-maleficence, fidelity and responsibility, integrity, justice and respect for people's rights and dignity" (Cohen et al., 2013, p. 99). This means that a researcher has

to ensure the anonymity and confidentiality of the participants, the safety of the findings, and no harmful consequences which can result from the research. In order to ensure compliance with the ethical guidelines, I passed the CITI Training for Human Subjects Research course, becoming aware of the challenges of ensuring anonymity and confidentiality of the participants, As Mackey and Gass (2015) state, “awareness of ethical issues is likely to lead to more thoughtful and ethical research practices” (p. 41). The proposal of the study was reviewed by NUGSE Ethics Committee to ensure the compliance with the general guidelines for ethical research.

Due to the historical and social situation of our country, the topic of language is a sensitive subject in the context of Kazakhstan. Societal and political tensions arise when discussing the use of languages in Kazakhstan (Brewer, 2015). Because language use and choice is a widely-discussed, but controversial topic in Kazakhstan, some of the participants may feel certain psychological/social discomfort while discussing it, but to minimize this risk they were forewarned about the topic of the study, and will have the choice to withdraw from the study at any moment, about which they will be told prior to participation. As another measure to lessen this risk, I asked questions in a supportive, respectful manner. During the one-on-one interviews, the participants were able to choose a site they are familiar with because it will help to reduce nervousness and stress from participating in research.

The risks of participating in this study are no more than minimal, meaning that "probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests" (Office for Human Research Protections, 2016). There is a low danger of risk for students in being identified

as participating in this research because the topic does not affect their social reputation, academic standing or legal status and the data they provide was recorded anonymously.

A possible benefit of this study for the participants is that the questions presented in the research tools might have caused an in-depth self-reflection on topics they did not think about previously, such as their knowledge of Kazakh language and the factors behind motivation to learn it, as well as the possible influence of music on those factors. Another benefit, albeit indirect for the participants is that by participating in this study, there is a possibility to contribute to the knowledge base of research about Kazakh language and its promotion, because this study might lead to a better understanding of language learning motivation in the context of Kazakh language and create a basis for further research and possible initiatives to integrate popular music into the Kazakh language curriculum.

Following procedures concerning the ethical issues in collecting, as well as “in reporting, sharing, and storing the data” (Creswell, 2013, p. 132) were considered to minimize the risks for the participants of the study. During the data collection part of the study, consent forms were provided to the participants, with one copy for them to keep and one for the researchers, to ensure that they have all required information including the aims and objectives of this research, potential risks and benefits, steps taken to ensure their anonymity and confidentiality, their right to withdraw from participation at any time during the study, and contact information should any questions concerning the study arise.

Because this is a mixed-methods study, and it involves two different parts, it was crucial to obtain ongoing permission from the participants. There were two consent forms, one before the questionnaire and one before the interview. To reduce the stress during the interviews, it was important to build trust and rapport in interaction with the participants (Creswell, 2013), and since it may be the first time participating in a research, to ensure

that the participants feel comfortable, they were given detailed explanations of the procedures, as well as the choice of the interview site, to provide a familiar setting.

Participant confidentiality is extremely important (Creswell, 2014). To assure the participants of confidentiality and anonymity during the recording of the data, the surveys were anonymous and contained no identifying information on the participants (Best Practices for Protecting Individual Privacy in Conducting Survey Research, 2015). In the analysis of the data, I assigned numbers to the survey participants, as well as using pseudonyms in the reporting of the interview data. All of the information and data collected during the study was stored in the researcher's computer under secure password protection and was accessed without an internet connection. The physical copies of the consent forms and surveys were kept in separate sealed envelopes in a locked cabinet and will be disposed of after a 2-year period of storage to minimize the risks of disclosing the identities of the participants. The signed consent forms are to be stored in a sealed envelope, in a locked cabinet for at least 3 years (Guidelines for the Retention Process of Signed Informed Consent Forms, 2016). The final results of the study will be available to the participants upon request.

Conclusion

The purpose of this chapter was to provide an overview of the methods used in this study and base this information on the relevant theoretical literature. As shown above, the chapter discussed the mixed methods design chosen for this study, explained the choices of the sample population and research sites. Further, it provided details on the exact quantitative and qualitative methods and tools used in the data collection, and what approach was chosen to analyse this data. Consecutively, it also clarified the ethical considerations that arose within this study, the ways of ensuring the safety, anonymity, and

confidentiality of the participants, and reviewed the actions taken to ensure the validity and reliability of the study.

The design, methods, and data analysis techniques discussed within this chapter were further applied to the data in the process of analysis, producing the information relevant to the research questions, providing the actual research Findings discussed in the next chapter.

Chapter 4. Findings

The previous chapter presents the methodology used to collect the quantitative and qualitative data discovered over the course of this study, and this data is examined within this chapter as findings relevant to the research questions. The purpose of the study is to examine the aspects of motivation to learn Kazakh exhibited by students in connection with listening to music. In order to understand that, I explore the students' general motivational patterns, while at the same time examining their views on the related topics, and as the key part of this study, I test the hypothesis of the lack of correlation between listening to popular Kazakh music and motivation to learn Kazakh language. The findings of the quantitative and qualitative parts are analysed in relation to each other and considered using sequential explanatory approach, first reporting the results from the quantitative findings, and then examining the qualitative data and considering whether it supports and further clarifies the quantitative data, in order to answer the following research questions:

1. What are the factors influencing university students' motivation to learn Kazakh language?
2. What are the attitudes of Russian language dominant university students to listening to Kazakh music in the context of language learning motivation?
3. Does listening to Kazakh popular music influence students' motivation to learn Kazakh language?

These questions were examined through the means of collecting quantitative data via a survey questionnaire created as an adapted version of Attitude-Motivation Test Battery (Gardner, 1985), and qualitative data through interviews, with interview questions based on a study by Schmidt (2014), with both instruments adapted to the needs of the current research. The quantitative data was obtained from participants ($n=82$) via questionnaires,

which had multiple choice and Likert scale questions, and the qualitative data is from participants (n=4) of the one-on-one semi-structured interviews.

The findings will be structured according to the research questions, with Research Question 1 (RQ1) explored in the first category (a) Factors influencing motivation to learn Kazakh language, RQ2 in (b) Attitudes to listening to Kazakh music, and RQ3 in (c) Popular Kazakh music and motivation to learn Kazakh language. The findings presented here will be further explored in detail and related to appropriate literature in the subsequent “Discussion” chapter.

General Overview of the Quantitative Data

This subsection provides an overview of the data creating a picture of the overall situation and trends about the respondents and their views. Here, internal reliability of the instruments and the trends of the data outside of categories presented further are provided to create a wholesome picture within this study.

Internal reliability of the instruments. To measure the statistical reliability of the questions in relation to each other within sub-tests, Cronbach's alpha of the Likert-scale sub-tests, which are (a) Attitudes to learning Kazakh, (b) Integrative Orientation, (c) Instrumental Orientation, (d) Parental Encouragement, and (e) Music, was examined (Table 2). In the sub-test Attitudes towards learning Kazakh, there are two parts consisting of 3 positively worded items ($\alpha=0.79$) and 4 negatively worded items ($\alpha=0.64$), making the negatively worded items unreliable and internally inconsistent (Muijs, 2004), a possible reason for which could have been incorrect adaptation of the questions, which will be discussed further in limitations. Thus in the further analysis and correlations, only the Positive Attitudes to learning Kazakh is used as a sub-test reporting attitudes. The other sub-tests are Integrative Orientation consisting of 3 items ($\alpha=0.85$), Instrumental

Orientation consisting of 3 items ($\alpha=0.8$), Parental Encouragement consisting of 3 items ($\alpha=0.84$).

Table 2

Descriptive Statistics and Cronbach alpha coefficients of the sub-tests

<i>Sub-test</i>		Min.	Max.	Mean	SD	α
1 Attitudes to learning Kazakh		0.00	32.00	21.36	5.64	.65
2 Positive Attitudes to learning Kazakh		0.00	18.00	11.89	4.01	.79
3 Negative Attitudes to learning Kazakh		0.00	18.00	9.47	3.46	.64
4 Integrative Orientation		0.00	18.00	13.26	4.27	.85
5 Instrumental Orientation		0.00	18.00	12.17	3.85	.8
6 Parental Encouragement		0.00	18.00	13.01	4.87	.84
7 Motivational Intensity		4.00	11.33	8.07	1.53	n\ a
8 Desire to Learn Kazakh		6.00	15.00	11.75	1.74	n\ a
9 Motivation		18.33	43.00	31.72	5.41	n\ a

Note. N = 82; SD, Standard Deviation; α , Cronbach's Alpha.

General trends. Participants report a high level of desire to learn Kazakh language ($M=2.81$, $SD=0.5$) as evident from the data from the first part of the survey (Table 3). The question about *Desire to learn Kazakh* has the highest mean value out of all the items. Two following questions are connected to music, as a possible indicator of a positive attitude to listening to popular Kazakh music. The first question discusses the ways (where and when) that the participants engage with the music ($M=2.36$, $SD=0.59$), the second question asking the genre of music in Kazakh language that the participants prefer ($M=2.61$, $SD=0.62$), with a higher mean showing a preference for the popular music genre. The items presented

in the Table 3 will be discussed as part of sub-tests measuring motivation further in this chapter.

Table 3

Descriptive Statistics of the Multiple Choice items

<i>Question</i>		Min.	Max.	Mean	SD
1	Desire to learn Kazakh language:	1.0	3.0	2.81	0.50
2	Where and when I listen to Kazakh music:	1.0	3.0	2.64	0.59
3	If I had a chance to listen to music in Kazakh, I would choose:	1.0	3.0	2.61	0.62
4	If I could learn Kazakh at extracurricular courses	1.0	3.0	2.36	0.59
5	I find studying Kazakh:	1.0	3.0	2.31	0.56
6	If the opportunity arose and I knew enough Kazakh: I would watch Kazakh T.V. programmes:	1.0	3.0	2.22	0.62
7	When I hear a Kazakh song on the radio, I:	1.0	3.0	2.18	0.70
8	When I have a problem understanding something in Kazakh, I:	1.0	3.0	2.06	0.61
9	Listening to popular Kazakh songs influenced my desire to learn Kazakh language:	1.0	3.0	2.04	0.61
10	If I had the opportunity and knew enough Kazakh, I would read Kazakh magazines and newspapers:	1.0	3.0	2.03	0.59
11	If Kazakh were not taught in school, I would:	1.0	3.0	2.00	0.68
12	How often I listen to music in Kazakh	1.0	3.0	1.97	0.66

language:

13	If I don't understand the words of my favourite songs in Kazakh, I:	1.0	3.0	1.96	0.76
14	When I see unfamiliar Kazakh words, I can honestly say that I:	1.0	3.0	1.82	0.66
15	How many of my friends listen to Kazakh music:	1.0	3.0	1.40	0.56

Note. N = 82; SD, Standard Deviation.

The second part of the survey questionnaire indicates a stronger influence of Integrative reasons to learn Kazakh among the participants. The highest scoring means are from the Integrative Orientation sub-test, with all three of the questions having means which are in the top half of all the item means in this category (Table 4). It is also interesting to note that two of the questions related to music are also positioned high on the list of the Likert-scale type of items ($M=4.53$, $SD=1.61$; $M=4.46$, $SD=1.51$), meaning that Kazakh music may play an important role for the participants in language learning process.

Table 4

Descriptive Statistics of the Likert-scale items

	<i>Question</i>	Min.	Max.	Mean	SD
1	Parental Encouragement 3	.0	6.0	4.67	1.59
2	Intergrative Orientation 3	.0	6.0	4.57	1.53
3	Instrumental Orientation 3	.0	6.0	4.56	1.45
4	Music 3	.0	6.0	4.53	1.61
5	Music 2	.0	6.0	4.46	1.51
6	Intergrative Orientation 1	.0	6.0	4.42	1.67
7	Intergrative Orientation 2	.0	6.0	4.26	1.64

8	Parental Encouragement 2	.0	6.0	4.18	1.88
9	Parental Encouragement 1	.0	6.0	4.15	2.05
10	Attitude Positive 2	.0	6.0	4.11	1.52
11	Attitude Positive 1	.0	6.0	3.95	1.46
12	Intergrative Orientation 4	.0	6.0	3.85	1.54
13	Attitiude Positive 3	.0	6.0	3.82	1.78
14	Instrumental Orientation 1	.0	6.0	3.82	1.55
15	Instrumental Orientation 2	.0	6.0	3.78	1.53
16	Music 1	.0	6.0	2.84	1.58

Note. N = 82; SD, Standard Deviation.

This subsection presents a general overview of the quantitative data, indicating some trends in the findings which will be further discussed in the next subsections, which are structured according to the research questions.

RQ1. What are the factors influencing university students' motivation to learn Kazakh language?

This subsection, attempting to answer the first research question will explore the factors influencing participants' motivation to learn Kazakh language within the premises of the L2 Motivational Self System (L2MSS) theoretical framework, discussing first the quantitative findings and then the qualitative findings. The findings are reported based on Gardner's (2001) Integrative Orientation framework, integrated with the three categories of Dornyei's (2005) L2 Motivational Self System framework (L2MSS): (a) Ideal L2 Self, (b) Ought-to L2 Self, and (c) L2 Learning Experience. The *Ideal L2 Self* (IS) dimension is based on the "desire to reduce the discrepancy between our actual and ideal selves" (Dornyei, 2005, p. 105). According the author, such factors as *Desire to Learn Kazakh, Motivational Intensity, Attitudes Toward Learning L2, Integrativeness, and Attitudes*

Toward L2 Community all play a role in the IS dimension. The *Ought-to L2 Self* (OS) is based on the “various duties, obligations, or responsibilities” connected with language learning (Dornyei, 2005, p. 105), and the *L2 Learning Experience* (LX) includes “situation-specific motives related to the immediate learning environment and experience” (Dornyei, 2005, p. 106), including the “language-related enjoyment/liking, positive learning history, and personal satisfaction” (Dornyei, 2005, p. 105)

Quantitative findings. The findings discovered from the data obtained via survey questionnaire and analysed in SPSS in relation to the motivational factors based on L2MSS are presented below.

Ideal L2 Self. The quantitative findings based on the explanation of Ideal L2 Self (IS) provided by Dornyei (2005) and constructed from such aspects as (a) *Desire to Learn Kazakh*, (b) *Integrative Orientation*, (c) *Instrumental Orientation*, and (d) *Attitudes to learning Kazakh*.

Desire to learn Kazakh. To find out the reported interest in learning Kazakh language four of the items from the sub-test on the *Desire to Learn Kazakh* were adapted for this study. As reported in the previous General Trends subsections, the mean for the answers to the question ‘*I want to learn Kazakh*’ indicates a strong desire to learn Kazakh reported by participants with the mean above midpoint value ($M=2.81$, $SD=.5$). To further explore the factors playing a role in this desire, the data on Integrative and Instrumental orientations is compared through descriptive statistics analysis.

Integrative. Integrative Orientation as proposed by Dornyei (2005) is the desire to be a part of the language community demonstrated by language learners. Participants show an above-average integrative orientation towards Kazakh language. The items in the Integrative Orientation sub-test ($M=13.26$) have means that are above the midpoint value, indicating a higher integrative orientation (see Table 5), which is consistent with the high

position of the questions related to Integrative orientation reported in the General Overview of the quantitative data. This may indicate that participants want to be a part of the Kazakh speaking community.

Table 5

Means of the Integrative Orientation sub-test items

#	Questions	Mean	SD
1	Studying Kazakh can be important to me because it will allow me to communicate with fellow Kazakhstani citizens who speak Kazakh	4.42	1.67
2	Studying Kazakh can be important for me because it will enable me to better understand and appreciate Kazakh art and literature	4.26	1.64
3	Studying Kazakh can be important for me because it will allow me to meet and converse with more and varied people	4.57	1.53

Instrumental. The instrumental orientation shows the reasons to learn a language connected with various duties and obligations (Dornyei, 2005). When compared to the previous category, participants report a slightly lower instrumental orientation ($M=12.17$). The mean of items in the Instrumental Orientation sub-test are above the midpoint value, indicating an above-average integrative orientation reported by the participants (see Table 6).

Table 6

Means of the Instrumental Orientation sub-test items

#	Questions	Mean	SD
1	Studying Kazakh can be important for me only because I'll need it for my future career	3.82	1.55

2	Studying Kazakh can be important for me because other people will respect me more if I know the state language	3.78	1.53
3	Studying French can be important for me because it will make me a more educated person	4.56	1.45

If we compare the two to each other, the calculated mean of Integrative Orientation sub-test ($M=13.26$) is slightly higher than that of the instrumental sub-test ($M=12.17$), suggesting a slight leaning towards Integrative. However, that contradicted by the Orientation Index sub-test (Figure 4), consisting of one item ($M=1.4$, $SD=.7$) and measuring the predisposition towards a certain orientation. Instrumental Orientation is attributed with value of 1 and Integrative Orientation with value of 2. The majority (65.9%) of the participants indicate a predisposition towards instrumental orientation.

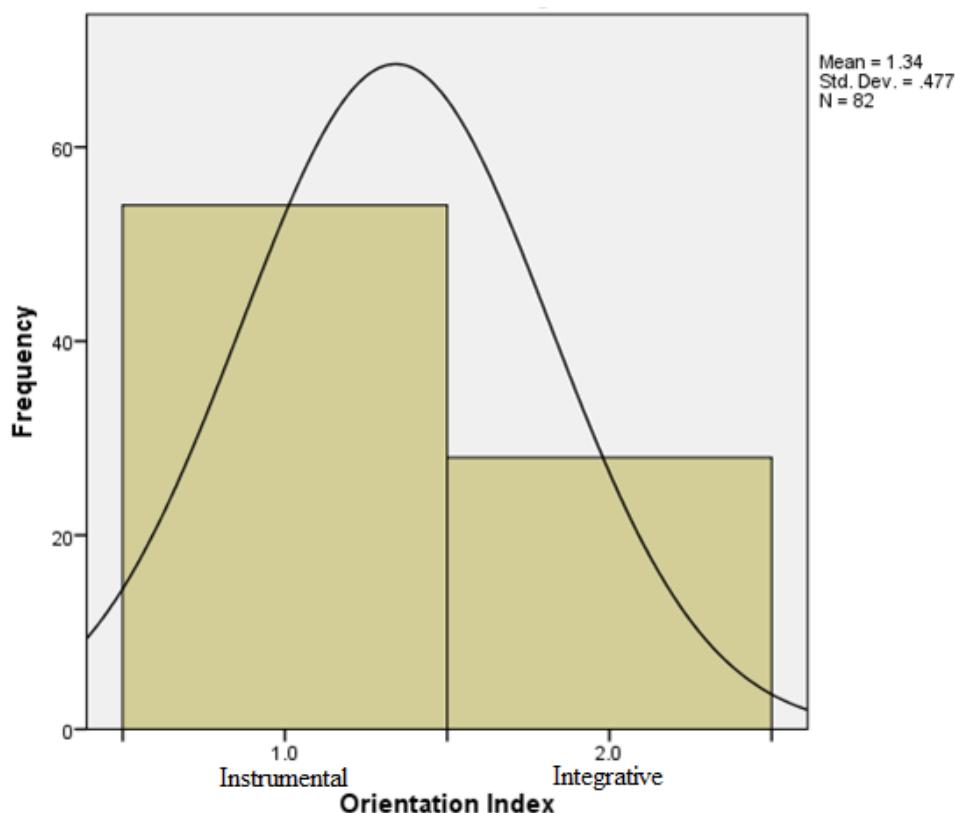


Figure 4. The frequency histogram of the Orientation Index sub-test.

Attitudes to learning Kazakh. In the sub-test measuring the attitudes to learning Kazakh language, participants indicated a positive attitude, with three out of the three means slightly above the midpoint value (see Table 7).

Table 7

Means of the Attitudes to Learning Kazakh sub-test items

#	Question	Mean	SD
1	I love learning Kazakh	3.95	1.46
2	I like learning Kazakh	4.11	1.52
3	Kazakh was an important part of school curriculum	3.82	1.78

The findings in this section reflect the factors influencing motivation to learn Kazakh language, related to the Ideal L2 Self uncovered from the quantitative data. The next subsection examines the factors related to the Ought-to L2 Self dimension.

Ought-to L2 Self. Within the quantitative data, the measure for the Ought-to L2 Self (OS) is contained only in the Parental Encouragement sub-test (see Table 8), in which all three questions have a mean moderately above midpoint value. This category reveals that participants feel parental encouragement in learning Kazakh language and report being supported by them ($M=4.67$, $SD=1,59$).

Table 8

Means of the Parental Encouragement sub-test items

#	Questions	Mean	SD
1	My parents feel that because we live in Kazakhstan, I should learn Kazakh	4.15	2.05
2	My parents have stressed the importance of Kazakh will play in my future	4.18	1.88

3 My parents support me in studying Kazakh	4.67	1.59
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L2 learning experience. As there were no questions connected with this category in the survey, this category is explored in detail in the qualitative data subsection.

This section shows the various factors which play a role in the motivation to learn Kazakh revealed from quantitative data, leading us to a consideration of how the qualitative data compares in relation to it.

Qualitative findings. The data from the interviews with the respondents considered in this subsection and is considered in relation to the findings uncovered from the quantitative data, reported in the previous subsection.

Ideal L2 Self. The qualitative findings related to the first research question revealed a number of factors corresponding with the concept of Ideal L2 self, named by participants that are grouped into four categories: (a) *Desire to Learn Kazakh*, (b) *Attitudes to Learning Kazakh*, (c) *Desire to Communicate in Kazakh*, (d) *Attitudes to Kazakh Speakers*. Each of the categories is presented below.

Desire to learn Kazakh. The main finding from this sub-category of IS in qualitative data supports the quantitative data and reveals that the majority of the participants indicate a desire to learn Kazakh language.

This finding is presented by the following quotes from the interviewees. For example: “I am invested in learning Kazakh language” (Participant 1) and “I am interested in learning [Kazakh] (Participant 3). As an answer to a question about learning Kazakh one of the interviewees stated: “Even though I can’t speak well in Kazakh, I try to use it, at least at home, with parents” (Participant 4), thus indicating that she is trying to learn Kazakh language by practicing it in one domain. This participant also mentioned the wish to learn and improve the literary form of Kazakh language. Another participant talked about using Kazakh in the future “I think I will use it often in my daily life, and also in the

career domain. Because I want to connect my career [with Kazakh]. Well, it will include communication that is why Kazakh is very important [to me]" (Participant 2).

When asked to envision how much they know Kazakh and how much they would like to learn it, the interviewees show that they want to increase their proficiency, with the following quotes demonstrating it:

Well, we can say that now, if we consider all of the skills – writing and listening and the rest in Kazakh language, mine are developed to 40% probably. In the future, I don't think I would develop some kind of literary beautiful form of Kazakh, but up to 85-90%, I think I will be able to" (Participant 1).

Another participant's answer to this question also demonstrates a desire to improve Kazakh: "Kazakh I would say 30%...However, I would like to talk on the same level as I am able to talk in Russian or in English. In percent 80% probably" (Participant 3). Another quote: "Well, now I think I know it [Kazakh] at 75-70% maybe. But I am planning to know it on a much higher level, at least 90%" (Participant 4), is an indicator of a similar position. One of the participants also compares the level of Kazakh to another language, expressing the wish to use Kazakh more, as shown in the following quote:

From my previous experience, I can say that four or five years ago I knew Kazakh only 40%, now I know it to 70%, and in the future, yes, I have a goal, to know the language to a 100% and to use it accordingly. I would like to use Kazakh language more than Russian in my daily life (Participant 2).

Another form of envisioning use of Kazakh in their future is reported in connection to raising children: "In my dreams, I see my children speaking Kazakh...Dominant language – Kazakh" (Participant 1), showcasing that the future Ideal L2 Self of this participant also includes the desire to raise her children to be Kazakh-dominant speakers.

Attitudes to Learning Kazakh. Majority of the participants explicitly report a positive attitude to learning Kazakh in their interviews, with qualitative data supporting the indication of positive attitude towards Learning Kazakh reported in the qualitative findings. Positive attitude to Kazakh language has been expressed in various forms, such as calling it "one of the most interesting languages" (Participant 3) and expressing positive

attitude to literary form of Kazakh language and the current development of Kazakh language. Other quotes that exemplify this finding include: “My attitude to learning Kazakh language is positive” (Participant 1) and “Frankly speaking, now I think I have a positive attitude to learning the [Kazakh] language” (Participant 3), “Yes, positive [attitude]” (Participant 4).

Another perspective was indicated by one of the participants, who has shown an attitude to learning Kazakh as mainly an academic activity: “I was learning Kazakh in university...and now I don’t learn it because it is not a part of the curriculum”, and when asked about independent learning answered that she does not consider reading books in Kazakh language as a form of learning the language “I read books in Kazakh, but I don’t think that it can be counted as a form of independent learning” (Participant 4).

Desire to Communicate in Kazakh. Participants mentioning people around them, their friends, and wanting to use Kazakh in their daily life in the future. This, in this sub-category of findings, we can highlight such main factor as the desire to learn Kazakh for communication needs. When discussing reasons to study Kazakh, one of the participants states a need for “Basic communication with people. When I moved, I could not understand what people from Almaty were saying, for example” (Participant 1).

A majority of participants mentioned talking to their friends as a reason to learn Kazakh language, with one putting it this way: “So happens that my best friends are from Kazakh-speaking families...so that is why it is a big motivation for me, learning Kazakh just to be able to talk to them (friends)” (Participant 1). “Maybe even for myself, [using Kazakh] to talk to friends” (Participant 3). Another way two of the participants envision Kazakh in the future is using it in their daily lives, with one indicating IS motivation by saying: “In this kind of daily situations, for example, it would be wonderful to use it I think” (Participant 3), showing desire to use it throughout, or as another interviewee puts it

“Everything is moving towards development of Kazakh language, and I think it is great.

Well, in all, so to say, spheres, Kazakh language must be used” (Participant 1).

Attitudes to speakers. The Attitudes to L2 Speakers, reported by participants in interviews are varied, but majority of the participants indicated a currently positive view to the Kazakh speaking community. Some instances of negative attitudes are in relation to the past, and participants mention such factors as change in environment, growing up and listening to Kazakh music as possible catalysts for a change in attitude. Some participants cite change in the environment as a reason for the shift in their attitude: “Many people now imagine some negative image when they see, well, not see but hear about Kazakh culture and Kazakh people speaking Kazakh. I had the same attitude before. But now, with expansion of my environment... Well, I have a positive association with Kazakh culture and Kazakh-speaking people” (Participant 1). Others regard the positive change in attitude towards Kazakh-speaking people, in relation to listening to Kazakh music:

We had this stereotype in my city, that people who talk in Kazakh – they are either from this kind of region, rural, or well... we had not very positive views about that. But now it all changed, thank God. And now I think that... There is an example. We also thought that if you speak Kazakh, then you are a patriot. But not in the good sense of the word, but a fanatic patriot. The one that speaks only Kazakh and all that. Now that has changed, plus, now we listen to a lot of Kazakh music (Participant 2).

Ought-to L2 Self. The qualitative data expands this category further with discussion of ‘must’ sentiments expressed by the participants towards learning Kazakh language. The OS subcategory in qualitative data discusses factors pressing participants to learn Kazakh because of feelings of need, duty, and shame about not knowing it. The revealed factors can be grouped into (a) Civic Duty, (b) Career Prospects, and (c) Family Influence.

An interesting result was the high incidence of the theme of civic duty cited as a motive to learn Kazakh as a citizen of Kazakhstan, with participants reporting following thoughts: “I believe that it is important, for each citizen of our country – to know and be able to use Kazakh freely” (Participant 1), “Being here, living here – everybody must know

this language [Kazakh]" (Participant 3), "Because I am a Kazakhstani citizen and I believe that I must know this language" (Participant 3), "In my opinion learning it [Kazakh] is a must, because it is our state language" (Participant 4).

The Career Prospects theme demonstrates that the participants highly value the knowledge of KZ language for their employment and their career opportunities. This findings is well supported by the following quotes: "It would be hard to find a good job without the knowledge of [Kazakh] language" (Participant 1), "Even when you show how many languages you know it [Kazakh] is a big plus, and Kazakh must be on the first place" (Participant 2), "I think that it [knowing Kazakh] will positively influence the career, because Kazakh language now is a big plus as seen by the employer" (Participant 4).

The Family Influence factor, which may be connected to the Parental Encouragement sub-test from the quantitative data, is discussed by the participants extensively, as shown in the following quotes: "For my whole life, from kindergarten my parents stressed that there is a need to learn Kazakh language" (Participant 3), and "My dad even makes me talk Kazakh to my friends" (Participant 3). Participants also state: "I must learn it because in my family almost everyone speaks Kazakh" (Participant 4) and, "...my grandmother thinks that I must know Kazakh language" (Participant 4).

Another finding in this sub-category is that some of the participants indicated the feeling of shame about not knowing Kazakh language because of family: "...my family, they use Kazakh and I can't, for example, and I feel limited in a way. Well, when all the members of the family gather, they talk in Kazakh and I can't. I keep quiet and feel like trash" (Participant 1).

Another instance of shame about not knowing Kazakh is connected to the career: "I look at the CVs of my peers, they all have Kazakh language. Largely the job offerings show Kazakh language as a requirement. And I am even sort of ashamed that I don't know

it [Kazakh]” (Participant 1). This is also reflected in the discussion about considering the position of Kazakh in the CV: “Kazakh must be on the first place. Well Kazakh as first – advanced, and after that Russian, and I had such thoughts - hey, why don’t I know Kazakh better than Russian? Yes, I had such thoughts, shame” (Participant 2), which also may have played a role in their Ought-to L2 self dimension of motivation.

One interesting finding in the OS subcategory is that all of the participants used the verb “must” when discussing their reasons to learn Kazakh language, one of the examples of this shown in the following quote: “I am Kazakh, I am a Kazakhstani citizen, I must know Kazakh language” (Participant 1). This indicates that qualitative data presents a strong Ought-to L2 self dimension in motivation to learn Kazakh language among the interviewees.

L2 learning experience. This category reports the positive and negative Kazakh language experiences reported by the participants. A finding related to the L2 learning experience category is that school experiences, such as transferring schools, teacher and peer behaviour/attitudes play a big role in both attitudes and motivations in language learning, with half of the participants expressing that teacher actions/behaviours/attitudes had an impact on their motivation to learn Kazakh language.

Positive experiences. This subcategory discusses the influence of language learning experiences based on various environmental factors that influenced positive linguistic outcomes reported in the interviews. Those factors include geographical influence and school influence on learning motivation. In regard to geographical influence, one participant discussed the influence of geographical location on motivation to learn Kazakh language: “When I moved to Almaty – I was put into an actually Kazakh-speaking environment and then I started speaking Kazakh” (Participant 2).

As for the influence of school and teachers on motivation to learn Kazakh language, the following statement reflects the stance of one of the participants in this regard:

I think it mainly depends on the teacher, how the subject is presented by the teacher. And in this period [in school] I liked, how to say, the teaching methodology of our Kazakh language teacher. That is what drew me in (Participant 3).

Another participant supports this stance in the statement: “Positive attitude [to learning Kazakh] because I had good teachers” (Participant 4). However, the school experiences and teachers are also reported as sources of negative L2 learning experiences.

Negative experiences. This section is related to negative attitudes and can be considered as factors limiting motivation to learn Kazakh language, describing negative experiences of the participants, reported as connected with such environmental factors, as school and teaching methodology of Kazakh language.

One example of a negative experience is based on the relationship between classes with Kazakh medium of instruction (KZMoI) and Russian medium of instruction (RMoI) of the students within a mixed-language school:

Kazakh groups, they were sort of uncordial towards the Russian groups and that is why I didn't like it. I can even say that at some level I had resentment towards Kazakh language, because of the representatives of Kazakh speaking community (Participant 1).

Similarly, another negative school experience is reported by one of the participants in connection to transferring schools:

Four years ago, when I was studying in school, I didn't really like this language [Kazakh]. I studied in a Kazakh school, but because I lived in a Russian-dominant environment and was transferred to a Kazakh school – I did not understand anything, and it was very challenging, and then, yes, I did not like Kazakh language. I did not like the teachers, the curriculum was awful. The methodology itself was not aimed at learning conversational language, it was more about literary form. Yes, we were reading literary works, in which the language is very complex, and we did not use it in our daily lives (Participant 2).

A prominent theme reported as a negative experience is a finding of psychological stress endured because of being laughed at either by peers or teachers, reflected in the following statements:

I was trying to speak Kazakh, but my peers, they, well, joked about it. There were even instances of bullying of children from urban areas. This was the problem when this happened it sort of. After that, after this period there was a barrier towards speaking in Kazakh language. I didn't like it, I even, I did not like speaking in Kazakh for a long time because of all of this" (Participant 2)

There are also such moments, when you say something incorrectly or with an accent, they [other people] start to kind of laugh. That is why I think that this kind of attitude is a barrier [to the desire to learn Kazakh] (Participant 3).

And a big role was played by a one teacher, who, she always laughed at people who pronounced words incorrectly. And then, yes, majority of my friends and me as well – we did not like this language [Kazakh] because of this (Participant 2).

Another theme that arose from the interviews in this subcategory relates to disliking the current Kazakh language teaching methodology, displayed by participants mentioning grammar teaching approach, learning by heart, calling the methodology boring and discussing the difference in the teaching methodologies of English and Kazakh.

As a continuation of the theme of the teacher's role, Participant 2 cites the lack of support from the teachers in KZMoI school towards children who transferred from RMoI:

"...our teachers, they did not cooperate with such students like me, for example, who transferred from a Russian school to Kazakh", while another participant mentions that the teachers in the university did not promote motivation to learn Kazakh in her:

I wanted to continue [learning Kazakh], but regrettably, I was not motivated by the learning experience, how to say, the teachers did not motivate me to learn Kazakh language in the university. And that is why I abandoned it for a certain period of time (Participant 3).

This subcategory also covers some of the issues mentioned by the participants in their Kazakh language experience, including lack of practice/use, difficulty reading in Kazakh and need for more availability of resources helpful in learning Kazakh language "more resources, more chances to learn [Kazakh]" (Participant 3).

This section discusses the various factors that influence the students' motivation to learn Kazakh language, demonstrating them by research questions guiding this study.

RQ2. What are the attitudes of Russian language dominant university students to listening to Kazakh music in the context of language learning motivation?

The findings corresponding to the second research question indicate a positive attitude to listening to popular Kazakh music, a change in attitude towards Kazakh language connected with Kazakh music, and Kazakh music as a tool to teach Kazakh language.

Quantitative findings. A descriptive statistics analysis of the data has found a moderately positive attitude towards listening to Kazakh music shown in this category. One of the questions measuring the participants attitudes to listening to popular Kazakh music in the surveys is the frequency of listening to music in Kazakh language (Figure 5), where data shows a moderate level of listening to Kazakh music, majority of the participants answering “Sometimes” ($M=1.98$, $SD=.66$).

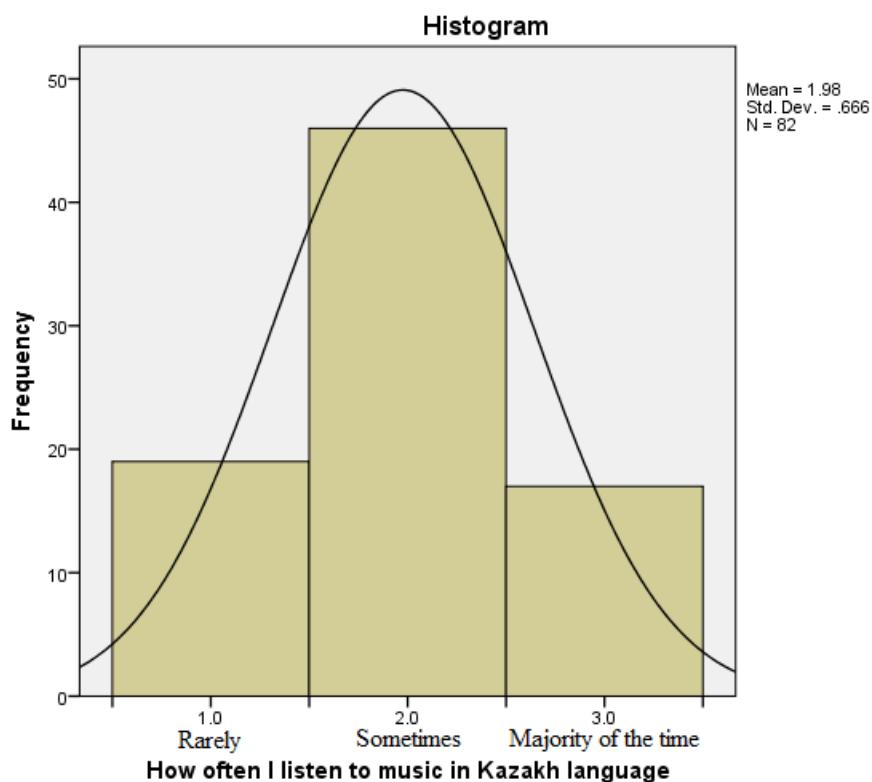


Figure 5. The frequency histogram of the question “How often I listen to music in Kazakh language.

Another question (Figure 6) that may play a role in the attitudes of the participants to listening to Kazakh music is “How many of my friends listen to Kazakh music” ($M=1.4$, $SD=.56$), showing that the majority of the participants answered that “Some” of their friends do.

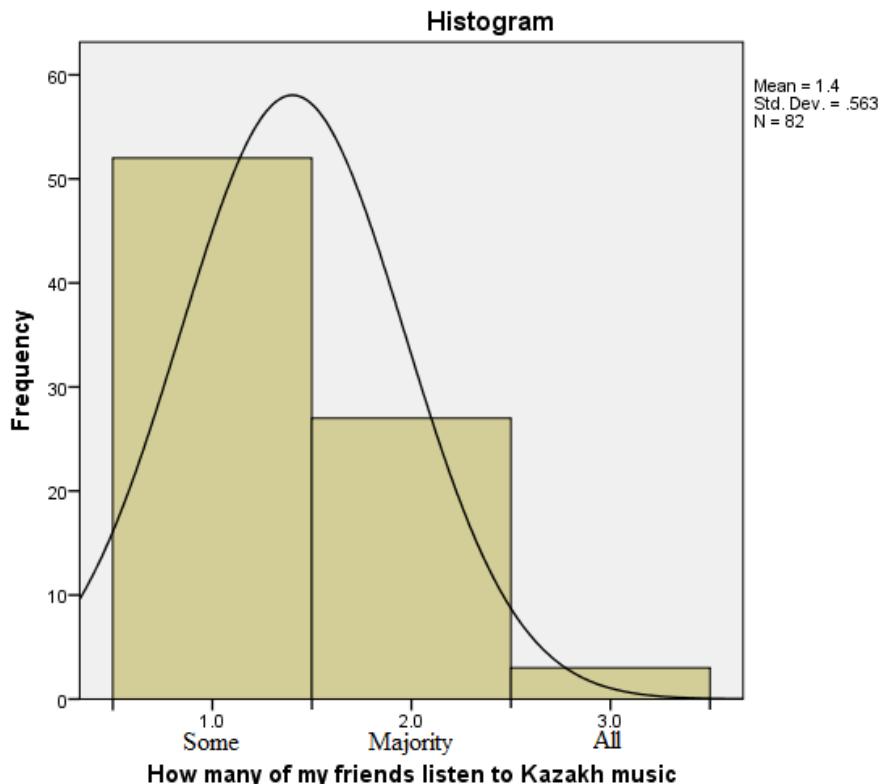


Figure 6. The frequency histogram of the question “How many of my friends listen to Kazakh music”.

Using popular Kazakh music to teach Kazakh language. A question related to music reveals that popular Kazakh music is seen by the participants as a good tool which can be integrated into teaching of Kazakh language, to make the learning process more interesting and engaging. The data shows that the majority of participants want to learn Kazakh through listening to popular songs (Figure 7), with the mean of the question above

the midpoint value ($M=4.46$, $SD=1.51$).

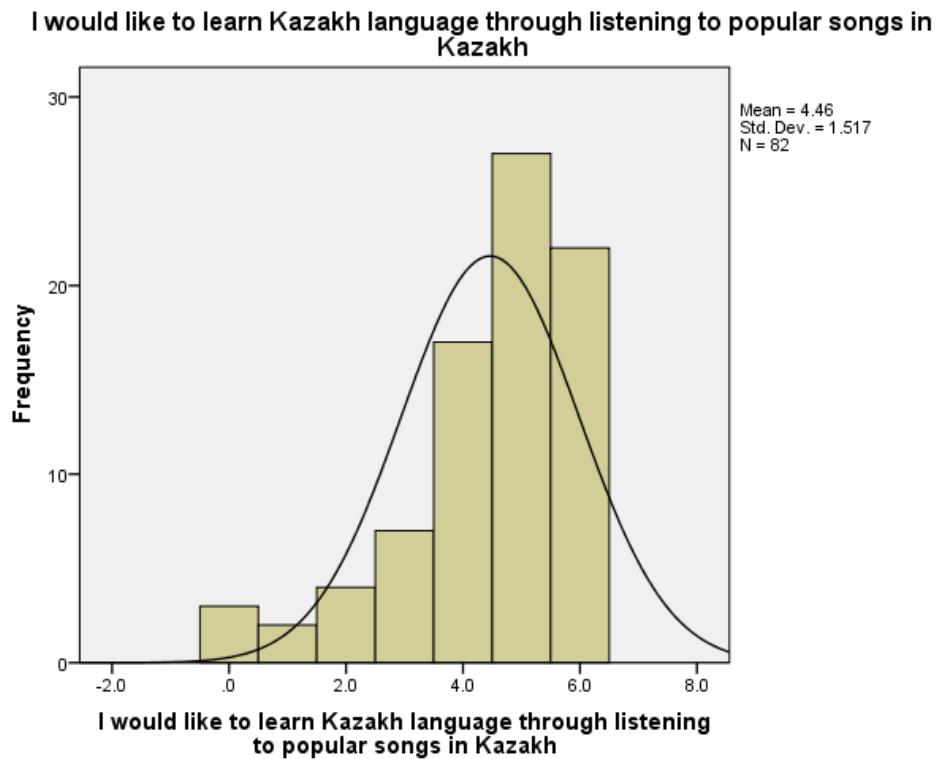


Figure 7. The frequency histogram of the question “I would like to learn Kazakh language through listening to popular songs in Kazakh”.

Another question that discusses this aspect reveals that the majority of the participants think that schools and universities should use music in teaching of Kazakh language (Figure 8), with the mean of the question above the midpoint value ($M=4.54$, $SD=1.61$).

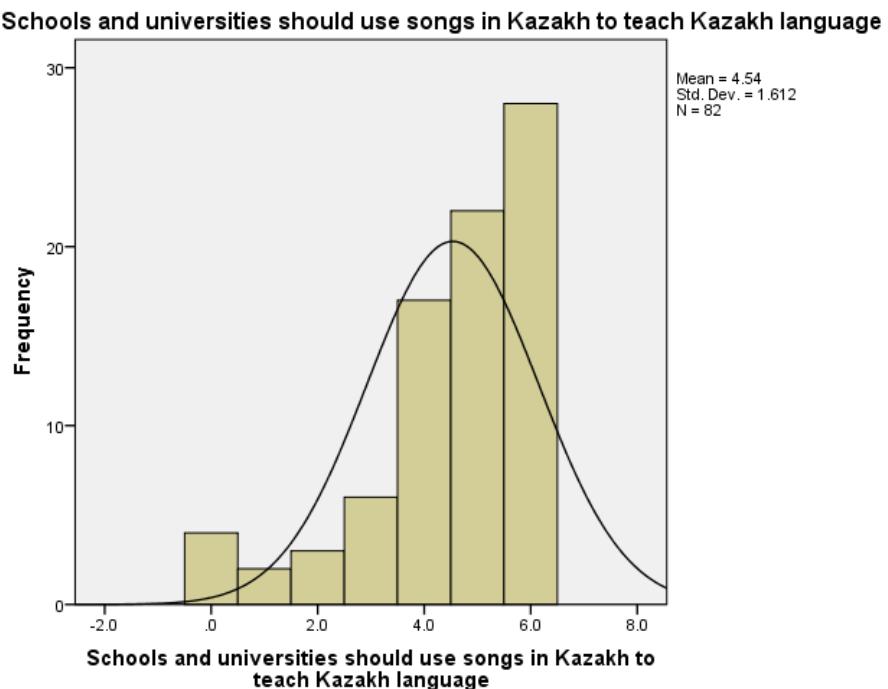


Figure 8. The frequency histogram of the question “Schools and universities should use songs in Kazakh to teach Kazakh language”.

Quantitative findings indicate a positive attitude to listening to popular Kazakh music and establish that it is seen as a good tool to make teaching of Kazakh language more enjoyable, with these findings further explored in the qualitative data which produced convergent findings.

Qualitative findings. The qualitative findings connected to the second research question indicate a more positive attitude of the interview participants towards listening to Kazakh music, perceiving KZ music as a ‘new trend’, ‘something new’, something ‘to be proud of’, ‘very interesting’, as further demonstrated by one of the participants in the following quote: “I have a positive attitude to the three types [of Kazakh music genres], but I still listen more to the popular Kazakh music” (Participant 3) and supported by another participant stating that it became trendy to listen to Kazakh music:

When I was in school, for example, about five years ago, Kazakh music was not popular at all. It was untrendy, so to say, to listen to Kazakh music, because it was a relic of the past, an anachronism. Only grannies and old men listened to it. And now you can notice it everywhere – on the radio, among your peers, friends. A lot of the

people sing along. Many people sing them, like them. And I am one of those people. I really like, for example, the modern Kazakh music (Participant 1).

Several participants noted the novelty of popular Kazakh music genre as a positive influence, with one of them putting it in following words: “Modern, it [music] is very interesting. I really like listening to it because it is something new” (Participant 2).

It is interesting to note, is that the ethnically Russian participant was the only one to call the music she talked about *Kazakhstani* instead of just *Kazakh*: “I often hear it in various public places, where they play Kazakhstani music, Kazakhstani artists are played. And this is something that was not happening before, this is, this started in the last couple of years” (Participant 3).

As for the attitudes of the people surrounding them, majority of the participants report positive view of other people towards Kazakh music in such quotes as: “People like going to the concerts of Moldanazar, people like going to the concerts of Ninety One. And I think it influences how people, how the younger generation views Kazakh music” (Participant 4). They also mention that there are big fan-clubs of the Kazakh groups:

With these new trends... Q-pop (genre of Kazakh popular music). People, I mean them, the groups, they create huge fan-clubs with millions of members, and I think – this is very good, because there was no such thing before. And now it is possible to be proud that they are Kazakh and are well known all over the world. This is great (Participant 1).

Thus, it is safe to assume that the attitudes of the participants towards listening to Kazakh music are predominantly positive.

Change in attitudes toward Kazakh language because of listening to Kazakh music. Another theme is that participants view popular Kazakh music as one of the reasons for a change in attitudes towards Kazakh language, as one participant puts it:

After such artists like Moldanazar emerged, I believe that a lot of people changed their attitude towards Kazakh language, because they saw it, this language in a different light. And now the opinions are different. People see it positively, and speaking Kazakh is normal, even very good (Participant 2).

Another participant demonstrates a shift in the desire to improve command of Kazakh attributed by her to listening to popular Kazakh music:

Before listening to songs in Kazakh it was not like I did not like it, I just thought that – well, I speak it at home, with parents, I think that is enough, but after, when I started listening to songs in Kazakh, I understood that it is not enough for me, I want to learn Kazakh language further (Participant 4).

Using Kazakh popular music to teach Kazakh language. One of the discussed topics includes the positive attitude of the participants towards using popular Kazakh music as a tool in the language classroom, which supports the quantitative findings. One of the respondents compares it to their Kazakh learning experience: “It would have been much more interesting and fun to learn [Kazakh in school through music]” (Participant 2).

Another participant talks about the theoretical underpinnings of why using in the classroom could be beneficial:

I instantly remembered Gardner’s theory. About the multiple intelligence, that music smart, music intelligence, it is connected with learning, well development of a person. And I think that it would be great, if our teachers, in particular, Kazakh language teachers used such tasks and exercises during lessons. Connected with music...I think that would quickly create big results in learning Kazakh language, in acquiring Kazakh language (Participant 2).

This subsection uncovers the attitudes of the participants towards listening to popular Kazakh music, bringing us to the next research question, examining the influence of music on motivation to learn Kazakh language.

RQ3. Does listening to Kazakh popular music influence students’ motivation to learn Kazakh language?

To try to answer the research question central to this study, this subsection examines the connection between motivation to learn Kazakh language (M2LKZ) and listening to popular Kazakh music (POPKZM), enabling us to test the null hypothesis proposed in this study.

Quantitative findings. To understand the data from quantitative findings reveal the results on the connection between music and motivation, I ran an inferential statistics

analysis. There were no statistically significant differences found between the results in relation to the demographic data of the participants.

The Spearman's rho nonparametric correlation connected to the third research question shows that there is a very weak positive relationship ($r=.096$) and no statistical significance ($p=.391, >.05$; $n = 82$) between the question '*How often I listen to Kazakh Music*' and the calculated Motivation (see Table 9), meaning that Hypothesis₀ cannot be rejected. This suggests that there is no connection between listening to popular Kazakh music and Motivation to learn Kazakh language.

Table 9

Spearman's rho Correlation of Motivation to the question 'How often I listen to Kazakh Music'

#	Questions	1	2
1	How often I listen to Kazakh Music	-	.096
2	Motivation	.096	-

To further understand the interplay of the variables that Motivation is constructed from, a Spearman's rho correlation was also used to correlate the sub-tests which comprise motivation. There is a very weak negative relationship of Positive Attitude toward Learning Kazakh ($r=-.031$) and weak positive relationship of Desire to Learn Kazakh ($r=.222$) and Motivational Intensity ($r=.284$) sub-tests and between the question '*How often I listen to Kazakh Music*' (see Table 10).

Table 10

Spearman's rho Correlation of the sub-tests to the question 'How often I listen to Kazakh Music'

#	Sub-tests	Mean	Corr. coeff.
1	Positive Attitudes toward Learning Kazakh	11.95	-.031
2	Desire to Learn Kazakh	11.75	.222*
3	Motivational Intensity	8.07	.284**

* correlation is significant at the 0.05 level (2-tailed)

** correlation is significant at the 0.01 level (2-tailed)

While data indicates that there is no statistically significant correlation between listening to POPKZM and M2LKZ, one finding (Table 11) may suggest that the more often the students listen to POPKZM, the more it has an impact on them thinking that it influences their motivation to learn Kazakh language. Spearman's rho correlation of this aspect shows that there is a weak positive relationship ($r=.3$) with statistical significance ($p=.005, <.05; n = 82$).

Table 11

Spearman's rho Correlation between the item 'How often I listen to Kazakh Music' and the self-reported influence of listening to music on the motivation to learn Kazakh

Question	Q14. Listening to popular Kazakh music influenced my Motivation to learn Kazakh
Q12. How often I listen to Kazakh Music	
Spearman's rho Correlation	.312**
Sig. (2-tailed)	.004

**. Correlation is significant at the 0.01 level (2-tailed)

The quantitative findings presented in this chapter suggest that the null hypothesis could not be rejected, meaning that there is no connection between listening to POPKZM and M2LKZ.

Qualitative findings. This section presents the findings drawn from the qualitative data, which produced results which are divergent from the quantitative data. Participants listed various factors such as (a) Wishing to have a better command of Kazakh because of music, (b) Unconscious attempt to understand the words of the songs, (c) Influence of motivated behaviours.

It is important to note that all of the participants have indicated that listening to popular Kazakh music has impacted their motivation to learn Kazakh language, with such general quotes as “yes, 100%” (Participant 2) and “I know it for sure” (Participant 4) supporting it.

A desire to improve the command of Kazakh language is reported by the participants in the following quote: “As I have mentioned, I had [motivation] to learn English, no Kazakh in school, but then it disappeared in the university. And now, when there is this wave of Kazakhstani songs, this desire appeared” (Participant 3).

One of the participants reports that she unconsciously tries to understand what is sung and to the words of the songs:

When you are in the car and the radio is playing, right? And suddenly a Kazakhstani, Kazakh song comes on. And you start to unconsciously start to how to say, I start to unconsciously pay attention to what I understand, which words I don't understand, what is it about (Participant 3).

All of the participants demonstrated motivated behaviour by looking up words of popular songs in Kazakh. All of the participants highlighted one popular music singer, Moldanazar as having an impact on their motivation to learn Kazakh language: “I can even tell exactly who influenced [motivation to learn Kazakh]. Moldanazar, because there was

no such thing before" (Participant 1). In connection with this artist, lyrics from the songs of this singer were also found as a catalyst for motivation to learn Kazakh:

Even before for example, when I was listening to music before, be it English or Kazakh music. When I heard a new word – I did not have a desire to go, open a dictionary and find this word, the translation, etc. But in particular in Moldanazar's music I often encounter words which I don't know, and I want to find out as fast as I can the meaning of the word and what the song is about, understand the lyrics. That is why yes, big motivation (Participant 2).

Moldanazar's songs are also quoted as a reason influencing the decision to learn Kazakh further reported by one of the participants:

When I first heard Galymzhan Moldanazar's songs, I didn't many of the words, well I knew them, I understood them, but if I was to be asked to translate – I wouldn't be able to. And that is why I think that it influenced my decision to learn Kazakh further (Participant 4).

Another motivated behaviour is shown through the participant asking a friend to translate and explain words from songs "I always ask what does this mean, and she explains it to me. And she also explains it with examples later, and that is how we learn Kazakh language" (Participant 2).

We can conclude that qualitative findings contradict the quantitative, showing that interviews revealed participants reporting that listening to popular Kazakh music influenced their motivation to learn Kazakh language.

Summary of Major Findings

The findings both from quantitative as well as qualitative data reveal a number of factors influencing students' motivation to learn Kazakh language including their positive attitude to its learning and to the KZ community as well as desire to learn this language for communication purposes, for the future of their children, and for career prospects which were expressed by the majority of the participants. The following findings can be summarized from the data analysis provided in this chapter:

Factors:

1. Participants report a high level of desire to learn Kazakh language, and a positive attitude towards learning it, supported by both qualitative and quantitative data.
2. As a factor in the motivation to learn Kazakh, the integrative orientation, corresponding to the Ideal L2 self dimension has been discovered as more influential than instrumental in quantitative data.
 - a. A leaning towards integrative orientation is supported by the desire to communicate with the people around them as a reason to learn Kazakh reported by respondents in the interviews.
 - b. Participants also expressed a positive attitude towards the Kazakh speaking community, which is an indicator of integrative orientation.
3. From the Ought-to L2 self dimension, a high incidence of viewing civic duty as a reason to learn Kazakh language as a citizen of Kazakhstan has been discovered from the qualitative data.
4. In the L2 Learning Experience, school experiences have as a substantial influence on the views and motivations of the participants in learning Kazakh language.

Attitudes:

5. Participants state a positive attitude towards listening to Kazakh music, also mentioning it becoming more popular among people around them and
6. Some of the participants report a shift in their attitude towards Kazakh language caused by listening to popular Kazakh music.
7. Attitudes to listening KZ music reveal that Kazakh music is seen as a good tool to integrate into teaching of Kazakh language, to make the learning process more interesting and engaging.

Music and Motivation:

8. There appears to be no connection between listening to popular Kazakh music and motivation to learn Kazakh because no correlation or statistical significance has been found between the majority of motivational variables/motivation and incidence of listening to Kazakh music.
9. There is, however, a correlation between a higher amount of listening to Kazakh music and the reported influence of music on motivation, which is positive and statistically significant.
10. On the contrary, to the quantitative findings, the qualitative data reveals that 100% of the interview participants have indicated that listening to popular Kazakh music has impacted their motivation to learn Kazakh language.

Conclusion

This chapter provides an interpretation of the data and creates an overview of the key findings. This chapter highlights some of the factors related to motivation to learn Kazakh language, suggesting that integrative orientation plays a big role as a factor for Kazakh language learning motivation. As for the attitudes to listening to Kazakh music, the data shows positive attitudes reported by the participants. Another major finding indicates that there is no correlation between listening to Kazakh popular music and motivation to learn Kazakh language. The qualitative and quantitative data provided both divergent, convergent and supplementary results, and were presented by theme throughout the chapter. The following, Discussion chapter investigates these findings further and interprets them in relation to the relevant literature.

Chapter 5. Discussion

The previous chapter has revealed the findings discovered over the course of this study, while this chapter discusses these findings and connects them to the existing literature in order to explore the connection between listening to popular Kazakh music and motivation to learn Kazakh language positioned within the theoretical framework of the L2 Motivational Selves System (Dornyei, 2005). The purpose of this study is to find out whether listening to popular Kazakh music is connected to motivation to learn Kazakh language of Russian language dominant university students, understand their attitudes, and explore language learning motivation in Kazakhstani context. The research questions posed by this study are:

1. What are the factors influencing university students' motivation to learn Kazakh language?
2. What are the attitudes of Russian language dominant university students to listening to Kazakh music in the context of language learning motivation?
3. Does listening to Kazakh popular music influence students' motivation to learn Kazakh language?

This chapter follows the structure used in the Findings chapter, discussing the information found in the data and the relevant literature by the research questions it aims to answer.

RQ1. What are the factors influencing university students' motivation to learn Kazakh language?

Ideal L2 Self. This section presents the discussion of the main findings related to the Ideal L2 Self (IS) dimension of the L2 Motivational Self System Theory (L2MSS) (Dornyei, 2005).

Finding 1. There is a high level of reported desire to learn Kazakh language by the participants, with a desire to communicate in Kazakh language stated as one of the main motivating factors. This corresponds with the Smagulova's (2016) findings about the positive shift in attitudes to Kazakh language and is an indicator of the progressive development of Kazakh language and its status in Kazakhstan.

Finding 2. A finding from the comparison of the means of the sub-tests reports that there is a stronger predisposition towards integrative orientation, or "desire for contact and identification with members of the L2 group" (Dornyei, 2005, p. 95), which is high among the participants that were revealed from both quantitative and qualitative data analysis. The 'desire for communication' and 'desire for contact' mentioned above can be interpreted as a possibly similar factor. A possible explanation is that 62.2% of the survey and 75% of the interview participants are Kazakh, and their motivational predispositions for 'identification with members of L2 group' stem from their 'mother tongue', which may be interpreted as integrative because they already see themselves as a part of Kazakh-speaking culture. The fact that the Orientation Index has drawn a conflicting result, with majority of participants demonstrating the Instrumental Orientation, is an interesting finding in itself, and a possible explanation may lie within the L2MSS Theory, in which Dornyei conceptualises Instrumentality as belonging in both Ideal L2 Self dimension and Ought-to L2 self dimension, based on the reasons and goals behind these orientations.

The participants also reported a positive attitude towards learning Kazakh language and a positive attitude/change to a positive attitude towards the speaking community. This is in accord with Smagulova's (2016) description of a shift in language attitudes among the younger generation of Kazakhstani citizens under the influence of the exposure to the Kazakhization ideologies. As stated in by one of the participants, in her future she sees her children being raised as Kazakh dominant, corresponding to the finding reported by

Smagulova (2016) “majority of respondents reported that they were interested in educating their children in Kazakh” (p. 102), showing the connection to the IS dimension of the participants motivation, in which they see their linguistic family domain as connected to Kazakh language.

Ought-to L2 Self. While there is a smaller amount of quantitative data on the Ought-to L2 Self (OS) dimension of motivation, it shows a high parental support for learning Kazakh language. This is further supported by qualitative data, in which participants talked about the parents stressing the importance of Kazakh language, which can be connected to the report of Smagulova (2016), who states that parents see a connection between Kazakh language proficiency and economic success of their children, indicating a possible connection of this finding to OS dimension of motivation.

Finding 3. A major finding from the qualitative data regarding the aspect of OS is the high incidence of using the verb ‘must’, and notions of civic duty in relation to why the participants think it is important to learn Kazakh. This is in accord with the OS conceptualisation of instrumentality, in which a reason to learn a language is a “sense of duty” (Dornyei, 2005, p. 103). The reason for this finding may possibly be traced to the Kazakhstani socio-political and historical context, and the importance of the phrase “who learns what languages where” (Dornyei, 1994, p. 275) becomes evident, showing the need to consider the current linguistic situation when we relate the findings to the Kazakhstani situation. The prominence of duty as a reason could be related to the emphasis placed by the state policies on the promotion of state language, Kazakhization policies promoted by the government and the stress placed upon the importance to learn Kazakh in Kazakhstan by the language laws, such as establishment of Kazakh as standard and official language (Landau & Kellner-Heinkele, 2001; Smagulova, 2016), and the ways those policies influence how the people perceive Kazakh language.

L2 Learning Experience. The participants report various experiences connected with learning Kazakh language, but it has been found that the ones connected to learning Kazakh in school have been the most influential.

Finding 4. While both quantitative and qualitative data show positive attitudes to learning Kazakh language, the findings also indicate the importance of the school learning experiences on the attitude to language learning. This is supported by the importance of the role of education in the Kazakh language re-acquisition, stressed by Smagulova (2016), indicating the need to promote Kazakh language in school, and is supported by the ‘Learning Situation Level’ component of language learning motivation (Dornyei, 1994).

Negative experiences in school, such as getting laughed at by peers or teachers were reported as possible barriers for motivation to learn Kazakh, and teachers, in particular, were described in the interviews as having an important role in language learning motivation, with research on demotivation showing that this is a common phenomenon in the field of L2 learning, teachers playing a key role in this respect: “the majority of demotives identified in past research concern some aspects of classroom existence ‘owned’ by, or under the control of, the teacher” (Dornyei, 2005, p. 90), implying the importance of teacher education for the development of Kazakh language teaching.

RQ2. What are the attitudes of Russian language dominant university students to listening to Kazakh music in the context of language learning motivation?

Finding 5. The participants in the interviews and surveys indicate a positive attitude to listening to popular Kazakh music, which can be discussed in the light of the discussion on the topic of the interplay of attitudes to language and music by Sparling (2003). The similarity of Gaelic and Kazakh linguistic contexts lies in that the languages had a low status, but now experience a shift towards positive attitudes among the population.

Smagulova (2016) reports that “Kazakhstan’s language revitalization policy has been

successful” (p. 105), suggesting a shift in the attitudes towards Kazakh language. As Sparling (2003) cites the shift in attitude towards Gaelic as a reason in the change of attitude to the music in Gaelic, it is possible that the positive attitudes of the participants towards popular Kazakh music has been influenced by the ongoing shift of the status of the Kazakh language, quoted by Smagulova (2016).

Finding 6. Sparling (2003) states that connection between music and language attitudes is not unilateral, suggesting that music also influences the attitudes towards a language. The shift of the participants’ attitudes towards Kazakh language reported in the interviews supports this position, suggesting a need for further inquiry into the connection of music and language attitudes in Kazakhstani context.

Finding 7. Participants mention that they think that music would be a good tool to teach Kazakh music in the classroom, indicating that it may be interpreted as part of the youth culture. Using this youth culture, as Engh (2013) suggests, is a way to bridge the gap between the generations and validate the interests of the younger generation in classrooms by integrating pop songs into the syllabus. This is supported by the indication for a need for “including a socio-cultural component in the L2 syllabus” (Dornyei, 1994), such as using music, which was reported by the participants as a possible way to make Kazakh language more interesting to learn.

RQ3. Does listening to Kazakh popular music influence students’ motivation to learn Kazakh language?

Music and Motivation to learn Kazakh. The literature on which the discussion of this aspect can be based is scarce. As Engh (2013) reports “a lack of theoretical perspective and empirically based research” (p. 113) in the field of music and motivation to learn languages, there are some studies which can be related to the findings presented in the previous chapter.

Finding 8. The key findings of this study are reported from the quantitative data related to music and motivation to learn Kazakh. The data shows that whilst there is no significant correlation between motivation and listening to Kazakh music, a high frequency of listening to Kazakh music indicates a higher belief in it influencing motivation. This can be related to the importance of self-direction, stressed by Kao and Oxford (2014), who emphasize it as an integral part of building motivation through music, meaning that for music to turn this belief into actual motivated learning behaviours in language acquisition, the students need to use “bottom-up motivation” (Kao & Oxford, 2014, p. 116), and make an effort to learn Kazakh language.

Finding 9. An interesting discovery, which contradicts the previous finding shows that there is a connection between how often the participants listen to popular Kazakh music (POPKZM) and answering positively to the question “Listening to popular Kazakh music influenced my motivation to learn Kazakh”. Paired with the data of the finding which found no correlation between motivation and how often one listens to music, a possible explanation may be that the more participants listen to POPKZM, the more they think it influences their motivation, while not actually exhibiting any motivated behaviour. As Papi (2010) shows, the L2 Learning Experience dimension of the L2MSS plays an extremely important role on motivated behaviour, demonstrating “unquestionable effect of English learning experience on the learners’ motivated behavior” (p. 474), integration of music into the language learning classroom, explored further in the discussion of the next finding, may be beneficial for further development of motivational patterns connected with music. A further interesting avenue for further inquiry would be understanding the connections between listening to POPKZM and the attitudes to Kazakh language, as well as studying the interplay between motivation and motivated behaviour.

Finding 10. There is a divergence in the reporting of the findings between quantitative and qualitative data. Although, as it has been mentioned previously, qualitative data shows no correlation between listening to music and motivational variables, all the participants of the qualitative part have reported the influence of listening to Kazakh music on their motivation to learn Kazakh language. As Domoney and Harris (1993) state “More time and attention to pop music in an English curriculum would increase student motivation because classroom activities would use *their* knowledge, *their* music, and *their* language” (p. 235).

However, this needs to be considered in the light of the data in the interviews being self-reported, without any chance to observe any motivated language learning behaviours displayed by the participants, other than looking up the words from the songs, as well as lack of ability to measure the levels of Kazakh language knowledge of the participants in the longitudinal scale, to measure the impact of listening to music on their actual language knowledge.

Implications of the Findings for the Stakeholders

On the level of students and parents, the findings carry the implication of thinking what factors motivate students to learn Kazakh language and creating some forms of “bottom-up” (Kao & Oxford, 2014, p. 116) motivation for the learners, with the possibility of using listening to popular Kazakh music as a catalyst to spark interest in learning the language.

On the level of teachers and schools, there is an implication of using popular Kazakh music as diversifying the Kazakh language curriculum and making it more appealing to the younger generation, to make the methodology of teaching Kazakh language less boring and more fun, which may create better learning outcomes. Because the role of teachers has been identified as integral to the motivation of the students, there is a need to consider the

various ways and avenues that need to be taken by the teachers to promote the motivation in their classrooms.

On the level of the government, there may be an implication for the need to promote Kazakh language not only on the ‘top-down’ level, but also to provide support for the ‘bottom-up’ initiatives, such as supporting the emerging popular Kazakh music artists, because according to the findings, exposure to their music has influenced the attitudes of the participants towards Kazakh language.

Conclusion

This chapter discussed the findings in relation to the literature on the topic, relating them to the motivational theories and the linguistic situation in Kazakhstan. The null hypothesis proposed in this study was confirmed, meaning that there was no statistical correlation found between listening to popular Kazakh music and motivation to learn Kazakh language. However, this is also an important result, which provides a basis for further research on motivation to learn Kazakh language. This discussion of the findings is followed by the final Conclusion chapter, where I present the limitations of the current study, the significance of the discoveries made over the course of this research for the stakeholders in education, and recommendations/directions for further research on this topic.

Chapter 6. Conclusion

The previous chapter discusses the findings in relation to literature and the theoretical framework proposed by Dornyei (2005), and the concluding chapter presents a comprehensive summary of this study. The initial purpose of this study was to find out whether there is a connection between listening to Kazakh popular music and motivation to learn Kazakh languages among university students. This study also explored the factors influencing the motivation to learn Kazakh language and the participants' attitudes to listening to Kazakh music. The research questions aimed to understand the proposed themes are:

1. What are the factors influencing university students' motivation to learn Kazakh language?
2. What are the attitudes of Russian language dominant university students to listening to Kazakh music in the context of language learning motivation?
3. Does listening to Kazakh popular music influence students' motivation to learn Kazakh language?

This chapter explores the conclusions on the findings discovered over the course of this study, the possible implications of the findings for the practice, the limitations of the study, and the possible avenues for further research.

Conclusions on Major Findings

This study has revealed the various factors present in language learning motivation for Kazakh language, as seen through the prism of the L2 Motivational Self System Theory (Dornyei, 2005). Those factors include the desire to learn Kazakh for communication with the people around them, presence of both integrative and instrumental orientations in the motivational framework of the participants, and the importance of school experiences in the students' motivation to learn Kazakh language. This shows that various influences play

a role in the complex interplay of the motivational factors that influence university students' choices in Kazakh language learning, creating a basis for understanding how the interplay of motivational variables works in this context.

The student's attitudes to popular Kazakh music have been found to be positive, showing that they generally enjoy listening to it and attribute positive emotions to the process. Incidentally, students see using popular Kazakh music in the classroom as a beneficial development of Kazakh language teaching methodology. Capitalizing on the positive emotions attributed to listening to popular Kazakh music by the students, bringing music into the classroom may be a positive influence on their educational outcomes. Further investigating what this finding means and considering the various ways in which music can be used to support the teaching of Kazakh language needs to be considered. The recent increase in popularity of Kazakh popular music may be a fruitful object for further studies, with a need for further inquiry into the connection between listening to Kazakh music and a change in attitudes towards Kazakh language, which has been discovered over the course of this study.

The null hypothesis could not be rejected by the quantitative data, which means that there is no statistically significant correlation between listening to popular Kazakh music and motivation to learn Kazakh language. This is however contradicted by the qualitative data, participants reporting that listening to popular Kazakh music influenced their motivation to learn Kazakh language. It can be concluded, that even though there was no direct correlation between music and motivation found in the studied context, music may still play a role in the complex process of motivation in second language acquisition. This warrants the need for further research to better understand this topic. Even though a lack of connection between the main concepts in this study has been discovered, is still provided

useful results, which can be used as a foundation for further research of motivation to learn Kazakh language and opens up the conversation on a previously unexplored topic.

Limitations

The general scope of the limitations of this study includes the small number of participants, making this study non-generalizable to the larger population. Other limitations include time constraints, not allowing for the use of Kazakh language testing, in order for the participants to have a comparable level of command of Kazakh language, or not allowing to do a longitudinal study, which could have drawn more conclusive results.

Several limitations arose from the instruments used in this study. First limitation is connected with the use of ready-made instrument. While there are advantages of using such instruments, as they have been previously tested and approved by various researchers, as is the case with the Attitude-Motivation Test Battery (Gardner, 1985) and interview questions developed by Schmidt (2014), there are certain limitations connected with the issues in the process of translating the instruments and adapting them to the local context. As Dornyei (2005) states, the contexts of learning foreign languages and second language acquisition are somewhat different, making it safe to assume that the context of multilingual Kazakhstan differs from the context where the instruments were developed.

Another limitation connected with the tools used in this study is the lack of a neutral option in the Likert-scale answers, with the scale having six options, three positive and three negative, which may be seen as limiting the participants' ability to state a neutral opinion on the questions.

The last limitation related to the tools relates to the questions connected with listening to Kazakh music. They were scarce and disconnected, allowing the researcher to use only one question: 'How often do I listen to Kazakh music?'. This could have been

avoided by creating a comprehensive sub-test related to listening to popular Kazakh music and testing it beforehand to measure its reliability.

Another limitation posed in this study arises from the contextual factors. It is based on the fact that for the majority of the participants were Kazakh (62.2%). For them, the Kazakh language cannot be simply described as L2, because of the influence of the connections between national identity and language use in the Kazakhstani context (Landau & Kellner-Heinkele, 2001).

Because of the context where the theoretical L2MSS framework was developed, Dornyei (2005) positions the Ideal L2 Self dimension as a broader way to explain the integrative reasons for learning a second language in diverse contexts of global languages, such as English, however the linguistic situation and the context of Kazakh language in Kazakhstan is different, allowing for some discrepancy between the interpretations according to this theoretical model, limiting the ability to draw concrete conclusions while using this theoretical framework.

Recommendations for Future Research

To provide a better generalizability of the future studies, I suggest using a sampling strategy that will be representative of the whole population in the quantitative data collection and providing a bigger sample size for the qualitative data collection. Using tests to measure the participants' language knowledge levels and employing a longitudinal design for future studies may produce more conclusive results.

As the limitation chapter mentions, there are various issues connected with using and adapting instruments from other studies, suggesting the need to develop an instrument that will consider the context of Kazakhstan and provide results which will be more relevant to this context. To better measure such aspects relevant to this study as influence of music on

motivation to learn languages, there is a need to create a comprehensive sub-test related to listening to popular Kazakh music and pilot-testing it beforehand to measure its reliability.

The topic of motivation in relation to Kazakh language is an underexplored sphere of research, creating a need to study the various aspects of this complex phenomenon from different perspectives to create a sufficient basis, which may further inform language learning and teaching practices. As it is explained in the Introduction chapter, the increase in popularity of Kazakh popular music is a fruitful object for further studies, with the possible inquiry into the possible connection between listening to Kazakh music and a change in attitudes to Kazakh language.

Implications for Educational Policy and Practice

This study suggests the possible need for the government to consider the applicability of integrating popular Kazakh music into the Kazakh language curriculum to improve the teaching methodology, make it more engaging and interesting for the learners. Although there is no direct connection with motivation, popular Kazakh music has been found to influence the language attitudes of the students. Thus, supporting the development and production of local music can also be seen as a method to popularise Kazakh language in line with the 100 Concrete Steps (2015) and other governmental initiatives aimed at promotion of the state language.

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Appendices

Appendix A **INFORMED CONSENT FORM** **Survey questionnaire**

Influence of popular Kazakh music on motivation to learn Kazakh language

DESCRIPTION: You are invited to participate in a research study on the influence of Kazakh popular music on the motivation of students to study Kazakh language. We want to find out if listening to such music affects young people interest in learning the state language. You will be asked to fill in a questionnaire. The data obtained from this questionnaire will clarify details on motivation in the context of Kazakh language and will be used to understand trends and statistics, which will be used in this study. The information obtained will be used in writing a thesis. Your participation will be fully anonymous, without recording your name in the surveys. The data will be kept separately in a specific folder on a secure personal computer under password protection. The physical copies of the questionnaires will be kept in separate sealed envelopes in a locked cabinet and disposed after 2 years period of storage.

TIME INVOLVEMENT: Your participation in the study will take approximately 15 minutes.

RISKS AND BENEFITS: Possible risks for you is that answering this questionnaire may cause feelings of psychological discomfort related to the topic of the study, but you can withdraw from the study at any moment. Your anonymity will be protected by the researchers by storing the data safely under password protection and in locked cabinets. You may benefit by questions causing possible self-reflection on the topics of motivation to learn Kazakh language and influence of such factors as music, as well as having the possibility to contribute to the knowledge base of research about Kazakh language and its promotion.

PARTICIPANT'S RIGHTS: If you have read this form and have decided to participate in this project, please understand your participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate. You have the right to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

CONTACT INFORMATION:

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Supervisor of this student work, Sulushash Kerimkulova, skerimkulova@nu.edu.kz

Independent Contact: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to speak to someone independent of the research team at +7 7172 709359. You can also write an email to the NUGSE Research Committee at gse_researchcommittee@nu.edu.kz

Please sign this consent form if you agree to participate in this study.

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;

- I understand that I am free to withdraw from the study at any time without giving a reason;
- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: _____

Date: _____

The extra copy of this signed and dated consent form is for you to keep.

According to the law of the Republic of Kazakhstan an individual under the age of 18 is considered a child. Any participant falling into that category should be given the Parental Consent Form and have it signed by at least one of his/her parent(s) or guardian(s).

INFORMED CONSENT FORM

Semi-structured interview

Influence of popular Kazakh music on motivation to learn Kazakh language

DESCRIPTION: You are invited to participate in a research study on the influence of Kazakh popular music on the motivation of students to study Kazakh language. We want to find out if listening to such music affects young people interest in learning the state language. You will be asked to participate in an interview which will be audiotaped and transcribed for data, which will help to give details on motivation in the context of Kazakh language. The information obtained will be used in writing a thesis. Your participation will be fully anonymous, without recording your name during the interview and using a pseudonym in the reporting of the data. The data will be kept separately in a specific folder on a secure personal computer under password protection. The recordings will be disposed after 2 years period of storage.

TIME INVOLVEMENT: Your participation will take approximately 30 minutes.

RISKS AND BENEFITS: Possible risks for you is that answering this questionnaire may cause feelings of psychological discomfort related to the topic of the study, but you can withdraw from the study at any moment. Your anonymity will be protected by the researchers by storing the data safely under password protection and in locked cabinets. You may benefit by questions causing possible self-reflection on the topics of motivation to learn Kazakh language and influence of such factors as music, as well as having the possibility to contribute to the knowledge base of research about Kazakh language and its promotion.

PARTICIPANT'S RIGHTS: If you have read this form and have decided to participate in this project, please understand your participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate. You have the right to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

CONTACT INFORMATION:

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Master's Thesis Supervisor for this student work, Sulushash Kerimkulova, skerimkulova@nu.edu.kz

Independent Contact: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to speak to someone independent of the research team at +7 7172 709359. You can also write an email to the NUGSE Research Committee at gse_researchcommittee@nu.edu.kz

Please sign this consent form if you agree to participate in this study.

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;
- I understand that I am free to withdraw from the study at any time without giving a reason;
- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: _____

Date: _____

The extra copy of this signed and dated consent form is for you to keep.

According to the law of the Republic of Kazakhstan an individual under the age of 18 is considered a child. Any participant falling into that category should be given the Parental Consent Form and have it signed by at least one of his/her parent(s) or guardian(s).

ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ

Сауалнама

Студенттердің қазақ тілін үйрену уәждеме танымал қазақ андеринин асери СИПАТТАМА: Сіз танымал Қазақстандық әуендердің қаншалықты қазақ тілін оқу ынтасын арттыратының білуге бағытталған зерттеу жұмысына қатысуға шақырылып отырысyz. Біздің мақсатымыз бұл танымал әуендерді тыңдау мемлекеттік тілді оқу ынтасын қаншалықты арттыратының анықтау. Сізге сауалнамады қатысу ұсынылады. Зерттеу барысында алынған мағлұматтар қазақ тілінің контекстіндегі мотивацияны зерттеуде диссертацияны жазу барысында пайдаланылатын жалпы үрдістер мен статистикалық мәліметтер ретінде ұсынылатын болады. Сіздің қатысуыңыз анонимді болып келеді, сіз аты-жөнізізді немесе басқа да белгілерді көрсетуге міндетті емессіз. Ақпарат жеке компьютерде парольмен қорғалған арнайы қалтада сақталады. Сауалнамалар мен келісу бланкілерінің қағаз көшірмелері жабылған қалталарда жәшіктердің шкафында құлышта сақталады және 2 жыл көлемінде сақталып кейін жойылады.

ӨТКІЗІЛЕТІН УАҚЫТЫ: Сіздің қатысуыңыз шамамен 15 минут уақытынызды алады.

ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН АРТЫҚШЫЛЫҚТАРЫ:

Зерттеуге байланысты мүмкін болатын қауіп-қатерге зерттеу тақырыбымен байланысты психологиялық ынғайсыздық жатады, алайда оны болдырмау үшін кез-келген уақытта зерттеуге қатысадан бас тартуға құқұлысыз. Сіздің анонимдігініз шифрланған парольдермен және бұғатталған жәшіктерде деректерді сактауды қолдана отырып, зерттеушілермен қорғалады. Зерттеу нәтижесінде пайда болатын артықшылықтар осы зерттеудегі мақсатымен тікелей байланысты, яғни қазақ тілін үйренуге деген ықыласпен және оған музика сияқты факторларға ықпал ете алатын ықтимал өзін-өзі талдауды қамтуы мүмкін ету. Сондай-ақ, қазақ тілі мен оның дамуы туралы қолданыстағы білімге өз үлесін қосу мүмкіндігі.

ҚАТЫСУШЫ ҚҰҚЫҚТАРЫ: Егер Сіз берілген формамен танысып, зерттеу жұмысына қатысуға шешім қабылдасаңыз, Сіздің қатысуыңыз **ерікті** түрде екенін хабарлаймыз. Сонымен қатар, қалаған уақытта айыппұл төлемей және сіздің әлеуметтік жеңілдіктеріңізге еш кесірін тигізбей зерттеу жұмысына қатысу туралы келісіміңізді кері қайтаруға немесе тоқтатуға құқығыңыз бар. Зерттеу жұмысына мүлдем қатыспаудыңызға да толық құқығыңыз бар. Сондай-ақ, қандай да бір сұрақтарға жауап бермеуіңізге де әбден болады. Бұл зерттеу жұмысының нәтижелері академиялық немесе кәсіби мақсаттарда баспаға ұсынылуы немесе шығарылуы мүмкін.

БАЙЛАНЫС АҚПАРАТЫ:

Сұрақтарыңыз: Егер жүргізіліп отырған зерттеу жұмысының процесі, қаупі мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс құралдары арқылы зерттеушімен хабарласуыңызға болады. Сулушаш Керимкулова, skerimkulova@nu.edu.kz

ДЕРБЕС БАЙЛАНЫС АҚПАРАТТАРЫ: Егер берілген зерттеу жұмысының жүргізілуімен қанағаттанбасаңыз немесе сұрақтарыңыз бен шағымдарыңыз болса, Назарбаев Университеті Жоғары Білім беру мектебінің Зерттеу Комитетімен көрсетілген байланыс құралдары арқылы хабарласуыңызға болады: +7 7172 70 93 59, электрондық пошта gse_researchcommittee@nu.edu.kz.

Зерттеу жұмысына қатысуға келісіміңізді берсеңіз, берілген формаға қол қоюыңызды сұраймыз.

- Мен берілген формамен мұқият таныстым;
- Маған зерттеу жұмысының мақсаты мен оның процедуrasesы жайында толық ақпарат берілді;
- Жинақталған ақпарат пен құпия мәліметтерге тек зерттеушінің өзіне қолжетімді және мәлім болатынын толық түсінемін;
- Мен кез келген уақытта ешқандай түсініктемесіз зерттеу жұмысына қатысудан бас тартуыма болатынын түсінемін;
- Мен жоғарыда аталып өткен ақпаратты саналы түрде қабылдап, осы зерттеу жұмысына қатысуға өз келісімінді беремін.

Қолы: _____ Күні: _____

Кол қойылған келісу формасының екінші данасы сізде қалады.

ЗЕРТТЕУ ЖҰМЫСЫ КЕЛЕСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ

Сұхбат

Студенттердің казақ тілін үйрену үәждеме танымал казак андеринин асери СИПАТТАМА: Сіз танымал Қазақстандық әуендердің қаншалықты қазақ тілін оқу ынтасын арттыратының білуге бағытталған зерттеу жұмысына қатысуға шақырылып отырысыз. Біздің мақсатымыз бұл танымал әуендерді тыңдау мемлекеттік тілді оқу ынтасын қаншалықты арттыратының анықтау. Сізге аудио таспаға жазыллатын сұхбатқа қатысу ұсынылады. Зерттеу барысында алынған мағлұматтар қазақ тілінің контекстіндегі мотивацияны зерттеуде диссертацияны жазу барысында пайдаланылатын жалпы үрдістер мен статистикалық мәліметтер ретінде ұсынылатын болады. Сіздің қатысуыңыз анонимді болып келеді, сіз аты-жөніңізді немесе басқа да белгілерді көрсетуге міндетті емессіз. Ақпарат жеке компьютерде парольмен қорғалған арнайы қалтада сақталады. Сауалнамалар мен келісу бланкілерінің қағаз көшірмелері жабылған қалталарда жәшіктердің шкафында құлыпта сақталады және 2 жыл қолемінде сақталып кейін жойылады.

ӨТКІЗІЛЕТИН УАҚЫТЫ: Сіздің қатысуыңыз шамамен 30 минут уақытыңызды алады.

ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН АРТЫҚШЫЛЫҚТАРЫ:

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ҚАТЫСУШЫ ҚҰҚЫҚТАРЫ: Егер Сіз берілген формамен танысып, зерттеу жұмысина қатысуға шешім қабылдасаңыз, Сіздің қатысуыңыз ерікті түрде екенін хабарлаймыз. Сонымен қатар, қалаған уақытта айыппұл төлемей және сіздің әлеуметтік женілдіктеріңізге еш кесірін тигізбей зерттеу жұмысина қатысу туралы келісіміңізді кері қайтаруға немесе тоқтатуға құқығыңыз бар. Зерттеу жұмысина мүлдем қатыспауыңызға да толық құқығыңыз бар. Сондай-ақ, қандай да бір сұрақтарға жауап бермеуіңізге де әбден болады. Бұл зерттеу жұмысның нәтижелері академиялық немесе кәсіби мақсаттарда баспаға ұсынылуы немесе шығарылуы мүмкін.

БАЙЛАНЫС АҚПАРАТЫ:

Сұрақтарыңыз: Егер жүргізіліп отырған зерттеу жұмысның процесі, қаупі мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс құралдары арқылы зерттеушімен хабарласуыңызға болады. Сулушаш Керимкулова, skerimkulova@nu.edu.kz

ДЕРБЕС БАЙЛАНЫС АҚПАРATTARY: Егер берілген зерттеу жұмысның жүргізілуімен қанағаттанбасаңыз немесе сұрақтарыңыз берілді; Назарбаев Университеті Жоғары Білім беру мектебінің Зерттеу Комитетімен көрсетілген байланыс құралдары арқылы хабарласуыңызға болады: +7 7172 70 93 59, электрондық пошта gse_researchcommittee@nu.edu.kz.

Зерттеу жұмысина қатысуға келісіміңізді берсеніз, берілген формаға қол қоюыңызды сұраймыз.

- Мен берілген формамен мұқият таныстым;
- Маған зерттеу жұмысның мақсаты мен оның процедурасы жайында толық ақпарат берілді;
- Жинақталған ақпарат пен құпия мәліметтерге тек зерттеушінің өзіне қолжетімді және мәлім болатынын толық түсінемін;
- Мен кез келген уақытта ешқандай түсініктемесіз зерттеу жұмысина қатысудан бас тартуыма болатынын түсінемін;
- Мен жоғарыда аталып өткен ақпаратты саналы түрде қабылдап, осы зерттеу жұмысина қатысуға өз келісімінді беремін.

Қолы: _____ Күні: _____

Көл қойылған келісу формасының екінші данасы сізде қалады.

ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ

Анкетирование

Влияние популярной казахской музыки на мотивацию студентов для изучения казахского языка

ОПИСАНИЕ: Вы приглашены принять участие в исследовании, изучающем влияние популярной казахской музыки на мотивацию изучать казахский язык. Мы хотим выяснить влияет ли прослушивание этой музыки на повышенный интерес

студентов по отношению к государственному языку. Вам будет предложено принять участие в анкетировании. Информация, полученная в ходе этого исследования, предоставит такие детали в изучении мотивации в контексте казахского языка как общие тренды и статистические данные, которые будут использоваться при написании дипломной работы. Ваше участие будет анонимным, нигде не требуется указывать ваше имя либо другие признаки, по которым вас можно распознать. Информация будет храниться в специальной папке на личном компьютере, защищённом паролём. Бумажные копии опросов и форм согласия будут храниться в запечатанных папках в закрытом на ключ ящике шкафа и будут уничтожены после 2 лет хранения.

ВРЕМЯ УЧАСТИЯ: Ваше участие потребует около 15 минут.

РИСКИ И ПРЕИМУЩЕСТВА: Возможные для вас риски, связанные с исследованием, включают в себя психологические неудобства связанные с темой исследования, но, для того чтобы этого избежать вы можете отказаться от участия в исследовании в любой момент. Ваша анонимность будет защищаться исследователями с помощью хранения данных под зашифрованными паролями и в закрытых на ключ ящиках. Преимущества, которые вы можете получить в результате исследования могут включать возможный самоанализ, связанный с вопросами задаваемыми в этом исследовании, то есть мотивацией изучать Казахский язык и влиянии на неё таких факторов как музыка. А также возможность внести вклад в существующие знания о Казахском языке и его развитии.

ПРАВА УЧАСТНИКОВ: Если Вы прочитали данную форму и решили принять участие в данном исследовании, Вы должны понимать, что Ваше участие является добровольным и что у Вас есть право отзоваться своё согласие или прекратить участие в любое время без штрафных санкций и без потери социального пакета, который Вам предоставляли. В качестве альтернативы можно не участвовать в исследовании. Также Вы имеете право не отвечать на какие-либо вопросы. Результаты данного исследования могут быть представлены или опубликованы в научных или профессиональных целях.

КОНТАКТНАЯ ИНФОРМАЦИЯ:

Вопросы: Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с исследователем, используя следующие данные: Сулушаш Керимкулова, skerimkulova@nu.edu.kz

Независимые контакты: Если Вы не удовлетворены проведением данного исследования, если у Вас возникли какие-либо проблемы, жалобы или вопросы, Вы можете связаться с Комитетом Исследований Высшей Школы Образования Назарбаев Университета по телефону +7 7172 70 93 59 или отправить письмо на электронный адрес gse_researchcommittee@nu.edu.kz

Пожалуйста, подпишите данную форму, если Вы согласны участвовать в исследовании.

- Я внимательно изучил предоставленную информацию;
- Мне предоставили полную информацию о целях и процедуре исследования;
- Я понимаю, как будут использованы собранные данные, и что доступ к любой конфиденциальной информации будет иметь только исследователь;
- Я понимаю, что вправе в любой момент отказаться от участия в данном исследовании без объяснения причин;
- С полным осознанием всего вышеизложенного я согласен принять участие в исследовании по собственной воле.

Подпись: _____

Дата: _____

Вторая копия подписанной формы согласия остается у вас.

ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ Интервью

Влияние популярной казахской музыки на мотивацию студентов для изучения казахского языка

ОПИСАНИЕ: Вы приглашены принять участие в исследовании, изучающем влияние популярной казахской музыки на мотивацию изучать казахский язык. Мы хотим выяснить влияет ли прослушивание этой музыки на повышенный интерес студентов по отношению к государственному языку. Вам будет предложено принять участие в интервью, которое будет записываться на аудио плёнку и транскрибироваться для получения информации которая поможет осветить детали, связанные с мотивацией в контексте изучения казахского языка и будет использоваться при написании дипломной работы. Ваше участие будет анонимным, нигде не требуется указывать ваше имя либо другие признаки, по которым вас можно распознать, а также при презентации информации будут использоваться псевдонимы. Информация будет храниться в специальной папке на личном компьютере, защищённом паролём. Бумажные копии опросов и форм согласия будут храниться в запечатанных папках в закрытом на ключ ящике шкафа и будут уничтожены после 2 лет хранения.

ВРЕМЯ УЧАСТИЯ: Ваше участие потребует около 30 минут.

РИСКИ И ПРЕИМУЩЕСТВА: Возможные для вас риски, связанные с исследованием, включают в себя психологические неудобства связанные с темой исследования, но, для того чтобы этого избежать вы можете отказаться от участия в исследовании в любой момент. Ваша анонимность будет защищаться исследователями с помощью хранения данных под зашифрованными паролями и в закрытых на ключ ящиках. Преимущества, которые вы можете получить в результате исследования могут включать возможный самоанализ, связанный с вопросами задаваемыми в этом исследовании, то есть мотивацией изучать Казахский язык и влиянии на неё таких факторов как музыка. А также возможность внести вклад в существующие знания о Казахском языке и его развитии.

ПРАВА УЧАСТНИКОВ: Если Вы прочитали данную форму и решили принять участие в данном исследовании, Вы должны понимать, что Ваше участие является добровольным и что у Вас есть право отозвать своё согласие или прекратить участие в любое время без штрафных санкций и без потери социального пакета, который Вам предоставляли. В качестве альтернативы можно не участвовать в исследовании. Также Вы имеете право не отвечать на какие-либо вопросы. Результаты данного исследования могут быть представлены или опубликованы в научных или профессиональных целях.

КОНТАКТНАЯ ИНФОРМАЦИЯ:

Вопросы: Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с исследователем, используя следующие данные: Сулушаш Керимкулова, skerimkulova@nu.edu.kz

Независимые контакты: Если Вы не удовлетворены проведением данного исследования, если у Вас возникли какие-либо проблемы, жалобы или вопросы, Вы можете связаться с Комитетом Исследований Высшей Школы Образования Назарбаев Университета по телефону +7 7172 70 93 59 или отправить письмо на электронный адрес gse_researchcommittee@nu.edu.kz

Пожалуйста, подпишите данную форму, если Вы согласны участвовать в исследовании.

- Я внимательно изучил представленную информацию;
- Мне предоставили полную информацию о целях и процедуре исследования;
- Я понимаю, как будут использованы собранные данные, и что доступ к любой конфиденциальной информации будет иметь только исследователь;
- Я понимаю, что вправе в любой момент отказаться от участия в данном исследовании без объяснения причин;
- С полным осознанием всего вышеизложенного я согласен принять участие в исследовании по собственной воле.

Подпись: _____ Дата: _____

Вторая копия подписной формы согласия остается у вас.

Важно!

Если у вас есть дальнейшее желание участвовать в интервью по этой теме прошу вас отправить электронное письмо на почту sagida.serikbayeva@nu.edu.kz указывающее что вы хотели бы поучаствовать в интервью и обозначить в письме что вы отметили в следующих вопросах:

Прослушивание популярных песен на Казахском языке повлияло на моё желание изучать казахский язык:

- a) очень сильно
- b) средне
- c) немного
- d) вообще не повлияло

До того, как я начал слушать популярные песни на Казахском языке, я не был заинтересован в изучении Казахского языка.

Сильно Частично В какой-то мере В какой-то мере Частично Сильно
не согласен не согласен не согласен согласен согласен согласен

После того как я начал слушать популярные песни на Казахском языке моё отношение к Казахскому языку изменилось.

Сильно Частично В какой-то мере В какой-то мере Частично Сильно
не согласен не согласен не согласен согласен согласен согласен

Так как количество интервью ограничено, участники будут отобраны случайным образом из числа тех, кто проявит интерес отправив письмо с информацией, обозначенной выше. Индивидуальные интервью будут проводиться в

удобное Вам время и в удобном Вам месте. *Для удобства участника, исследователем будут предоставлены кофе/чай и угощение для участника.*

RECRUITMENT FOR PARTICIPATION

You! Yes, you!

If you **listen to popular Kazakh music**, studied in a **Russian medium of instruction school**, are over **18 years old** and want to contribute your voice and experience in research on the topic of music and motivation in learning Kazakh language – here's your chance. Research in Kazakh language learning motivation could help promote use of Kazakh language in our society.

All that is needed from you – compliance with the participation criteria and 15 minutes of your time to complete a survey.

Date and time: ___/___/___ from ___:___ to ___:___.

Venue: TBA

Ты! Да, ты!

Если ты **слушаешь популярную Казахскую музыку, учился в русской школе**, тебе есть **18 лет** и у тебя есть желание внести свой вклад в науку рассказав о своём опыте для исследования о связи музыки и мотивации изучать казахский язык, теперь ты можешь это сделать.

Исследования в сфере мотивации изучать казахский язык могут помочь в продвижении использования Казахского языка в нашем обществе.

Все что от тебя нужно – соответствовать критериям участия и 15 минут твоего времени чтобы заполнить опросник.

Дата и время: ___/___/___, с ___:___ до ___:___.

Место: будет объявлено

Сен! Ия, сен!

Егер сен танымал қазақ музыкасын тындайтын болсаң, орыс мектебінде білім алсаң, жасың **18-ден асқан** болса және ғылымға өз үлесінді қосың келсе, өз тәжірибеңмен белісіп, музыка және қазақ тілін үйренуге мотивациясының қарым-қатынасы туралы зерттеуге қатыс!

Қазақ тілін үйренуге ынтаны зерттеу қоғамда қазақ тілін қолдануын жетілдіруге септігін тигізеді.

Сенен керегі – қатысудың критерийлеріне сай болу және 15 минут уақытынды бөлу.

Күні және уақыты: ___/___/___, ___:___ - ___:___.

Әткізілетін орны: белгілі болады

Appendix B**Опрос**

Часть 1. Пожалуйста выберите *один* вариант ответа, который вам больше всего подходит.

1. Сколько вам лет?
 - a) 18-20
 - b) 21-23
 - c) 24-26
 - d) 27-29
2. Ваш пол?
 - a) Женский
 - b) Мужской
3. Ваша национальность?
 - a) Казахская
 - b) Русская
 - c) Другая:_____
4. Откуда вы родом?
 - a) Южный Казахстан
 - b) Северный Казахстан
 - c) Центральный Казахстан
 - d) Восточный Казахстан
 - e) Западный Казахстан
5. У меня есть желание изучать Казахский язык:
 - a) Верно
 - b) Неверно
 - c) Не уверен
6. Я бы хотел изучать Казахский потому что:
 - a) Я думаю, что он мне понадобится для того чтобы устроиться на хорошую работу.

- b) Я думаю, что я смогу лучше понимать Казахский народ и культуру.
 - c) Это позволит мне общаться с большим количеством разных людей.
 - d) Знание большего количества языков сделает меня более образованным человеком.
7. Если бы Казахский не преподавали в школе, я бы:
- a) учил бы казахский в повседневных ситуациях (читал бы книги/газеты на Казахском языке, пытался бы разговаривать на нем при любой возможности, и т.д.).
 - b) вообще не старался бы выучить Казахский язык.
 - c) попытался бы выучить его на курсах/из других источников.
8. Когда я слышу песни на Казахском языке по радио, я:
- a) слушаю музыку, обращаю внимание только на лёгкие слова.
 - b) стараюсь слушать внимательно и понять каждое слово.
 - c) переключаю радиостанцию.
 - d) я не слушаю радио.
9. Когда я не могу понять что-то на Казахском языке, я:
- a) сразу же пытаюсь найти перевод или прошу кого-либо помочь с переводом.
 - b) пытаюсь найти перевод или прошу кого-либо помочь с переводом только в важных случаях/ситуациях.
 - c) просто забываю об этом.
10. _____ мои друзья слушают музыку на Казахском языке:
- a) Все
 - b) Большая часть
 - c) Некоторые
 - d) Никто из _____ не
11. Когда я вижу незнакомые слова на Казахском языке, я могу честно сказать, что я:
- a) записываю их, чтобы позже найти перевод.
 - b) нахожу их сразу, или сразу же забываю о них.
 - c) даже не пытаюсь найти перевод.
12. Я слушаю музыку на Казахском языке:
- a) Большую часть времени (Каждый день/несколько раз в неделю)
 - b) Иногда (Один раз в неделю или меньше)
 - c) Редко (Один раз в месяц или меньше)
13. Если бы у меня была возможность учить Казахский на дополнительных курсах, я бы:
- a) обязательно ходил на эти курсы.
 - b) не ходил бы.
 - c) не уверен ходил бы или нет.
14. Прослушивание популярных песен на Казахском языке повлияло на моё желание изучать казахский язык:
- e) очень сильно
 - f) средне

- g) немного
h) вообще не повлияло
15. Я считаю изучение Казахского языка:
- вообще не интересным.
 - не интереснее чем другие предметы.
 - очень интересным.
16. Где и когда я слушаю Казахскую музыку:
- На своём телефоне, компьютере, плеере
 - Только когда она играет по радио или по телевизору
 - Только когда друзья предлагают послушать определённую песню
 - Другое_____
17. Если бы у меня была возможность и моего знания Казахского языка было бы достаточно, я бы смотрел телевизионные программы на Казахском языке:
- иногда.
 - так часто как возможно.
 - никогда
18. Если я не понимаю слова любимых песен на Казахском языке то я:
- Ищу слова песни на Казахском или с переводом
 - Перевожу те слова, которые не понимаю
 - Ничего не предпринимаю
19. Если бы у меня была возможность и моего знания Казахского языка было бы достаточно, я бы читал газеты и журналы на Казахском:
- так часто как возможно.
 - никогда.
 - иногда.
20. Если бы у меня была возможность слушать песни на Казахском языке, я бы выбрал:
- классические традиционные песни
 - песни, которые играют на тоях
 - новые популярные песни

Часть 2. Пожалуйста выберите на шкале от «Сильно не согласен» до «Сильно согласен» утверждение, наиболее подходящее вам в соответствии с вопросом.

1. Я люблю учить Казахский язык.

Сильно	Частично	В какой-то мере	В какой-то мере	Частично	Сильно
не согласен	не согласен	не согласен	согласен	согласен	согласен

2. Для меня учить Казахский язык может быть важным потому что я смогу общаться с гражданами Казахстана говорящими на Казахском.

Сильно	Частично	В какой-то мере	В какой-то мере	Частично	Сильно
не согласен	не согласен	не согласен	согласен	согласен	согласен

3. Для меня учить Казахский язык может быть важным потому что это поможет мне лучше понимать и наслаждаться Казахскими искусством и литературой.

Сильно	Частично	В какой-то мере	В какой-то мере	Частично	Сильно
не согласен	не согласен	не согласен	согласен	согласен	согласен

4. Мои родители считают, что так как мы живем Казахстане, мне следует выучить Казахский язык.

Сильно	Частично	В какой-то мере	В какой-то мере	Частично	Сильно
не согласен	не согласен	не согласен	согласен	согласен	согласен

5. Я ненавижу Казахский язык.

Сильно	Частично	В какой-то мере	В какой-то мере	Частично	Сильно
не согласен	не согласен	не согласен	согласен	согласен	согласен

6. Для меня учить Казахский язык может быть важным только потому что оно понадобится мне в развитии моей.

Сильно	Частично	В какой-то мере	В какой-то мере	Частично	Сильно
не согласен	не согласен	не согласен	согласен	согласен	согласен

7. Мои родители подчеркивают важность которую Казахский язык будет играть в моем будущем.

Сильно	Частично	В какой-то мере	В какой-то мере	Частично	Сильно
не согласен	не согласен	не согласен	согласен	согласен	согласен

8. Я предпочту посвятить свое время другим занятиям вместо изучения Казахского языка.

Сильно	Частично	В какой-то мере	В какой-то мере	Частично	Сильно
не согласен	не согласен	не согласен	согласен	согласен	согласен

9. Для меня учить Казахский язык может быть важным потому что другие будут уважать меня больше если я буду знать государственный язык.

Сильно	Частично	В какой-то мере	В какой-то мере	Частично	Сильно
не согласен	не согласен	не согласен	согласен	согласен	согласен

10. Мне нравится изучать Казахский язык.

Сильно	Частично	В какой-то мере	В какой-то мере	Частично	Сильно
не согласен	не согласен	не согласен	согласен	согласен	согласен

11. Казахский язык был важной частью моей школьной программы.

Сильно	Частично	В какой-то мере	В какой-то мере	Частично	Сильно
не согласен	не согласен	не согласен	согласен	согласен	согласен

12. Для меня учить Казахский язык может быть важным потому что благодаря этому я буду более образованным человеком.

Сильно	Частично	В какой-то мере	В какой-то мере	Частично	Сильно
не согласен	не согласен	не согласен	согласен	согласен	согласен

13. До того, как я начал слушать популярные песни на Казахском языке, я не был заинтересован в изучении Казахского языка.

Сильно	Частично	В какой-то мере	В какой-то мере	Частично	Сильно
не согласен	не согласен	не согласен	согласен	согласен	согласен

14. Изучение Казахского языка — это пустая трата моего времени.

Сильно	Частично	В какой-то мере	В какой-то мере	Частично	Сильно
не согласен	не согласен	не согласен	согласен	согласен	согласен

15. Мои родители поддерживают меня в изучении Казахского языка.

Сильно	Частично	В какой-то мере	В какой-то мере	Частично	Сильно
не согласен	не согласен	не согласен	согласен	согласен	согласен

16. Я бы хотел изучать Казахский язык с помощью прослушивания популярных песен на Казахском языке.

Сильно	Частично	В какой-то мере	В какой-то мере	Частично	Сильно
не согласен	не согласен	не согласен	согласен	согласен	согласен

17. Для меня учить Казахский язык может быть важным потому что я смогу общаться с большим количеством различных людей.

Сильно	Частично	В какой-то мере	В какой-то мере	Частично	Сильно
не согласен	не согласен	не согласен	согласен	согласен	согласен

18. После того как я начал слушать популярные песни на Казахском языке моё отношение к Казахскому языку изменилось.

Сильно	Частично	В какой-то мере	В какой-то мере	Частично	Сильно
не согласен	не согласен	не согласен	согласен	согласен	согласен

19. После того как я окончил школу, я перестал изучать Казахский язык потому что он мне не интересен.

Сильно	Частично	В какой-то мере	В какой-то мере	Частично	Сильно
не согласен	не согласен	не согласен	согласен	согласен	согласен

20. Школам и университетам следует использовать песни на Казахском языке для преподавания Казахского.

Сильно	Частично	В какой-то мере	В какой-то мере	Частично	Сильно
--------	----------	-----------------	-----------------	----------	--------

не согласен не согласен не согласен согласен согласен согласен

Interview Protocol

Topic: Influence of popular Kazakh music on university students' motivation to learn Kazakh language

Date:

Time of interview:

Length of the interview:

Place:

Interviewer: Sagida Serikbayeva

Interviewee pseudonym:

Position of the Interviewee:

[You are invited to participate in a research study on the influence of Kazakh popular music on the motivation of students to study Kazakh language. We want to find out if listening to such music affects young people interest in learning the state language. You will be asked to participate in an interview which will be audiotaped and transcribed for data, which will help to give details on motivation in the context of Kazakh language. The information obtained will be used in writing a thesis. Your participation will be fully anonymous, without recording your name during the interview and using a pseudonym in the reporting of the data. The data will be kept separately in a specific folder on a secure personal computer under password protection. The recordings will be disposed after 2 years period of storage. Your participation will take approximately 30 minutes.]

Вопросы:

1. Не могли бы вы рассказать подробнее о вашем отношении к изучению Казахского языка?
2. Есть ли у вас определённые причины для изучения/не изучения Казахского языка? При каких условиях вы бы были согласны и хотели бы его изучать?

3. Не могли бы вы рассказать немного об основных этапах изучения Казахского языка? Например, разговариваете ли вы на нем дома и как ваша семья относится к Казахскому языку?
4. Не могли бы вы рассказать подробнее о вашем опыте изучения Казахского языка в школе? Повлиял ли этот опыт на решение продолжать или перестать учить Казахский после школы?
5. Повлияли ли мысли о поиске работы на вашу мотивацию изучать Казахский? Думаете ли вы что ваши шансы найти хорошую работу увеличатся если вы будете знать Казахский язык?
6. Видите ли, вы использование Казахского языка в своем будущем? В каких сферах и как часто вы ожидаете что будете использовать его?
7. Это может быть немного сложным, но не могли бы вы подумать о том как вы соотносите и визуализируете себя по отношению к Казахскому языку? (Например, я вижу себя так-то сейчас и так-то в будущем) (можно использовать рисунок человека с процентами) Не могли бы вы описать поподробнее?
8. Как бы вы описали связь между языком и культурой?
9. Не могли бы вы описать то что вам приходит на ум когда вы думаете о Казахо-говорящих людях и Казахской культуре?
10. Вы могли слышать о популярности Корейской музыки по всему миру, думаете ли вы что Казахская популярная музыка может стать настолько же популярной?
11. Думаете ли вы что есть разница между классическими традиционными Казахскими песнями, песнями которые играют на тоях, и новыми популярными песнями на Казахском? Каковы ваши чувства по отношению к ним?
12. Думаете ли вы что прослушивание песен на Казахском языке становится крутым и популярным у молодежи? Можете привести примеры почему вы так думаете?
13. Считаете ли вы что прослушивание популярной Казахской музыки повлияло на вашу мотивацию изучать Казахский язык? Почему вы так думаете? Не могли бы вы привести конкретные примеры?
14. Замечаете ли вы разницу в вашем отношении к Казахскому языку до и после того как вы начали слушать Казахские песни?
15. Хотели ли бы вы добавить что-либо?

[Поблагодарить участника интервью]

*Appendix C***Data Sample**

Transcript [translated from Russian] of the interview with Participant 1

Researcher: The first question I wanted to ask, because all of this is connected with studying of Kazakh language could you tell me a little about your attitude towards studying Kazakh language?

Interviewee: About my attitude?

R: Mhm

I: Well in general, Kazakh language is essential. Well, that is, I consider that it is important for each citizen of our country - to know and to be fluent in Kazakh language.

R: Mhm

I: But unfortunately, I do not speak pure Kazakh, but I believe that ... That people, despite their nationality need to be able to speak Kazakh.

R: So, do you consider that it is the civic duty of a citizen, or that it is necessary for working here, or ...

I: Well, it is impossible to divide only by one criterion. Firstly, it is the civic duty, because if the person does not speak their native language or the native language of their country, the state language - then it will be easy to lose the national identity. Well, the state itself will not be considered as... kind of, as complete, if there is no state language. It is the first criterion, which is very important. The second aspect is of course both work and a career, as well as other factors. Because now everything is being converted to Kazakh language - documentation, and in general business communication... it gains such a, so to say, state character of a state language. Then of course it will be necessary to speak Kazakh to advance somehow. But it in general, I consider this to be adequate.

R: Mhm, good, thanks.